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ABSTRACT

The 10 articles in this theme issue provide 1989 prespectives on several library service developments in New York State and on the work that preceded them: (1) "Library Systems in New York State: Opportunity for Greater Service" (Statement by the Board of Regents, September 1989); (2) "King Research Report Evaluates New York's Library Systems" (reprint from Library Journal, September, 1989); (3) "Archives, Politics, and the Public" (William B. Hoyt); (4) "The New York State Oral History Project" (Shawn Purcell); (5) "Public Library Statistics: Things Are Definitely Looking Up" (Mary Jo Lynch); (6) "The Story of the New Netherland Project" (Nancy Zeller and Peter Christoph); (7) "Statewide Automation in New York: 1985-1989" (Frederick E. Smith); (8) "Improving Access to Government Information: The New York State Document Depository Program" (Mary Redmond); (9) "The Federal Library Services and Construction Act Program Report, FY 1988"; and (10) "Regents Advisory Council on Libraries' Report to the Board of Regents Cultural Education Committee May 18, 1989." In memoriam tributes to John A. Humphrey, who was State Librarian from 1967 to 1977, and Gretchen K. Schenk, an internationally recognized consultant on library extension services, are also included. (SD)

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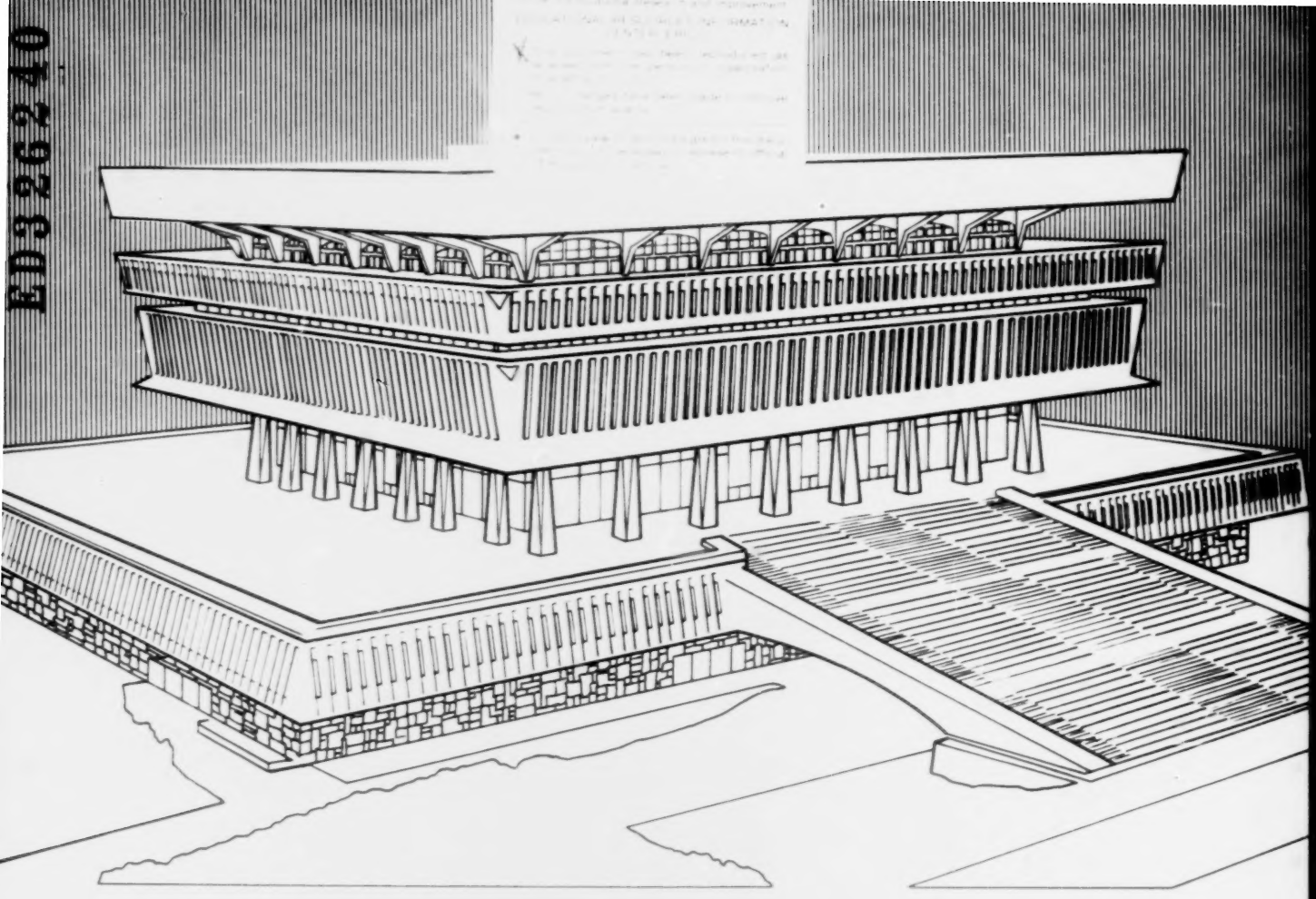

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NEW YORK STATE LIBRARY **The Bookmark**

VOLUME 47 — NUMBER IV SUMMER 1989

PERSPECTIVES 1989

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PERSPECTIVES 1989

This issue of *The Bookmark* provides 1989 perspectives on several library service developments and work that preceded them. It begins with "Library Systems in New York State: Opportunity for Greater Service," the Regents statement on the report that King Research Inc. submitted to the State Education Department in May 1989 and ends with the FY 1988 report on the Federal Library Services and Construction Act program.

Between these are articles on the practical politics that lead to the inauguration of such programs as the State's new landmark documentary heritage program, a New York State Library oral history project, new cooperative statistical programs, the New Netherland Project, the first five years of the regional databases and interlibrary resource sharing program established in 1984 and the redesigned New York State Documents Depository Program. We also report with sadness the passing of two internationally respected librarians. John Humphry and Gretchen Schenk each made an indelible mark upon the development of library service in New York State and, in different ways, helped build the foundation for today's library service.

As in 1988, this issue of *The Bookmark* includes the State Library's annual report. We also present in this issue the report that the Regents Advisory Council on Libraries presented to the Regents Cultural Education Committee in May 1989. Finally, the Regents statement on the King report is accompanied by the *Library Journal's* news account of the King Study. We particularly appreciate the permission of the *Library Journal* to reprint this article from its September 1, 1989 issue.

Regular readers of *The Bookmark* will note that the interval between the issue date and its appearance is narrowing with each issue. This issue includes some articles completed in 1990. As "Coming in *The Bookmark*" indicates, three other issues are now in preparation. We look forward to bringing the publication to you on a more timely schedule.

Joseph F. Shubert

LIBRARY SYSTEMS IN NEW YORK STATE: OPPORTUNITY FOR GREATER SERVICE

A Statement by the Board of Regents, September 1989

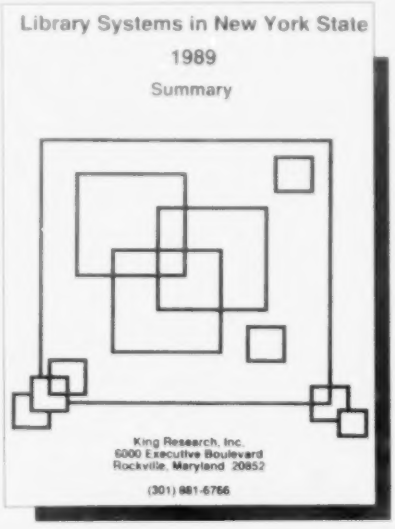
In October and November, the Regents will meet with representatives of libraries and library systems, other public officials and additional people concerned about the quality and scope of library services to discuss the first external study of library systems in more than 20 years. In preparation for these meetings, in this paper the Regents comment on key findings and recommendations and invite discussion on actions that should be taken to improve library services to the people of New York State.

THE REPORT

The report of the statewide study by King Research, Inc., *Library Systems in New York State, 1989*, deserves thoughtful study and discussion. The findings outlined in some 297 pages of text and an equal number of pages of tables and appended information are both encouraging and sobering. The 83 recommendations are addressed variously to system directors and boards, to member libraries, Education Department staff, the Regents and to other public officials. The Regents appreciate the leadership that the 20-member advisory committee under the leadership of Robert Wedgeworth, Dean of the Columbia University School of Library Service, gave to the design and conduct of the study. We earnestly recommend that all concerned with the future of library services in New York State read and use this report.

Many of the people who will participate in the regional meetings were involved in the King study — they submitted information, were interviewed, reacted to preliminary recommendations and attended several meetings. All participants in the regional meetings will want to read the 41-page summary. Those who find themselves in disagreement with one or more recommendations will want to read the appropriate pages of the full report and appendix.

BASIC FINDINGS



We, the people of New York State, live in an information society. People of all ages, occupations and academic achievement need libraries: adults learning to function more effectively in today's work world; children learning about the world around them; researchers at work in the increasingly competitive international economy; and people who are growing intellectually and as citizens in a democratic society. While the majority of our libraries are parts of schools and colleges, the public libraries are educational institutions in themselves. All libraries have important educational responsibilities, and our three types of library systems help their member libraries carry out these responsibilities.

King's finding are a strong endorsement of our library systems. King used rigorous statistical methods, employed new cost measurements and assiduously sought out all points of view. After analyzing the data collected, King concluded that it would cost member libraries at least 3.5 times more than it now costs to provide the services currently offered by the library systems.

At the same time, King reports the need for more democratic decision making within systems and greater attention to efficiency, accountability and changing needs. The relationship between the member libraries and the systems must adjust to meet the needs of all the people of the State. King's recommendations that the library systems and the State Education Department measure and

analyze both costs and user satisfaction suggest new ways of establishing economies of scale as our libraries and systems take advantage of technology. King also emphasizes the need for a new approach in which both the systems and the Division of Library Development work together more formally, analytically and creatively.

GOVERNANCE QUESTIONS

King points out that more than half of the system directors indicate that there are problems with the governance of library systems; that one out of four directors of member libraries report problems in system governance; and that responses from three out of four central library directors indicate governance problems. Clearly, governance problems must be addressed. The 10 recommendations on governance center on greater involvement of trustees and directors of member libraries in the work of the system and the particular problems of school library systems.

The Regents recognize that opinion will be divided upon **Recommendations G-1 and G-4**, which propose that library directors serve on system boards and that all directors serve on Directors'

NEWS

King Research report evaluates New York's library systems

Recommendations for new plans of service every five years, a preference for single-type systems — public, reference and research, and school — rather than multitype systems, and for uniform accounting procedures and statistics are among the recommendations of the King Research report, *Library Systems in New York State*. A 41-page summary of the report has been released, compiled by King Research principals José-Marie Griffiths and Donald W. King (News, LJ, August, p. 26; February 1, p. 22). The following represents highlights from the summary.

There are currently 22 public library systems serving 734 public libraries in the state. The Reference and Research Library Resources Systems (RRLRS) cover nine regions and serve an estimated total of 750 libraries in public and private colleges and universities, research libraries, and special libraries. A total of 46 School Library Systems (SLS) serve a total of 3,207 public and nonpublic schools at the school building level.

During the course of the research, 117 individual types of services were identified that support libraries and their clients in the following five ways—enhancement of library services, performance of library operational functions, direct service to users, support of library development, and enhancement of cooperation and communication. Each of these is then covered in detail.

Criteria for distinguishing what is a basic library service are then established followed by a lengthy list of the functions that met those criteria with the conclusion that school library systems should be providing or arranging many of the library operational functions now being performed for public library systems by public library systems. Which of these functions that should be performed by SLS, however, is not determined.

Because there is such a large number of services being provided, intersystem relationships that are even-handed are difficult to structure. Therefore, the researchers recommend that laws and regulations governing library systems should be flexible enough to recognize and accommodate appropriate service configurations, resources, and other differences among systems. Three factors that **are basic to this,** and that must be the foundation of a system, are the type of service provided, the type of library served, and the geographic area served.

The study demonstrates that library systems provide services at lesser cost than individual libraries could provide for themselves. If New York library systems didn't exist, it would cost 31/2 times more to provide services than it does with the systems. Also, many small libraries would not receive services and many library services simply would not be provided by some libraries at all. In short, library systems enable libraries to provide more and better services more economically than would be possible without them. The full report will be offered for sale this fall from the Division of Library Development, New York State Library, Empire State Plaza, Albany, NY 12230.

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Advisory Councils. Both recommendations can be implemented by the library systems without direction from the Regents or the Department. As systems act upon King's recommendations regarding membership on system boards, we believe it is important for all concerned to be conscious of the fundamental principle of lay boards for policy and oversight and professional administrators as directors of educational institutions and systems. We recognize that there are different conditions among the systems and that governance provisions must accommodate such differences within the law and principles of accountability for public funds and practicality. As public library systems consider changes in board structure, it will be important to maintain on each board a majority of persons who are not paid as directors or staff of member libraries.

The findings on school library system governance are troubling and are complicated by the fact that the systems are subsisting on grossly inadequate funding. King concludes (page 210) that there is "strong evidence that there is little understanding of the importance of school libraries in supporting curricula and the role school libraries have in lifelong learning." The Regents urge school library system directors, school library system councils, BOCES and City administrators and Department staff to work more closely together to resolve the problems King has identified (particularly those described in statements on pages E-16 and E-17 and pages E-23 through E-25), so that school library systems can operate effectively in support of their members and as part of the statewide library network.

FUNDING AND MEASUREMENT QUESTIONS

The Regents find in the report the need for increased State aid for all three types of library systems and the necessity that system directors and board members give more attention to efficiency and economy of scale. The Regents 1989 library aid recommendations are modest in relation to need, and they deserve early attention by the Legislature and the Governor in 1990. At the same time, **Recommendation F-1** on cost effectiveness and **Recommendations M 1-7** on reporting and measuring both costs and user satisfaction need the attention of directors, system board members, member libraries and Department staff.

As the systems refashion their operations for the 1990s, we recognize the need to implement **Recommendations SL 1-13** on State-level responsibility. We are pleased with the fundamental improvements in the library development program since 1983. This improvement was made possible by imaginative program direction, hard work, reorganization and team effort, introduction of technology and the resources provided by the library aid legislation of 1984 and 1986. As King indicates, more is needed. The ambitious and needed program for improved planning and a partnership between systems and the Education Department's library development program that King has outlined are essential for improving library services in New York State.

INTERSYSTEM COOPERATION AND RELATIONSHIPS

The Regents are concerned about King's finding that seven of the nine directors of reference and research library systems indicate there are problems with intersystem relationships, and that half of the directors of public systems and school library systems also indicate such problems. Appendix E lays out in detail the comments of various directors, by type of system.

King's data on the relatively limited cooperation across type of library system lines are surprising. The Regents recommend careful study of Section 4 ("Library System Structure and Intersystem Relationships") both for its data and the approach King has recommended. New York's systems have made impressive progress in database development and resource sharing in this decade. At the same time, the Regents are aware of the difficulties that people of good will have experienced in intersystem cooperation as systems have expanded and as technology has required more interaction.

The Regents are concerned about the perceptions and statements of the system directors recorded in Appendix E. We believe it is essential to point out three reasons for all concerned with library systems to examine both the findings and **Recommendations ST 1-5** on intersystem cooperation and coordination: (1) accountability for State funds; (2) the need for rational and expanded sharing of limited information resources; and (3) the immediate needs of the member libraries and their users. The regional meetings must provide a conclusive assessment of options for resolving the problems system directors and King have verified. The status quo is unsatisfactory. One alternative

is that which King has proposed; others include a State definition of a coordinating role for one type of system, a stronger and more directive Education Department role in bringing about intersystem cooperation coupled with fiscal incentives, or some combination of actions.

FINAL COMMENTS

The Regents are commenting now on only a few of the findings and recommendations because we need to hear from all concerned in the meetings over the next two months. The nine regional meetings are to be working sessions that will help all of us in analysis and consensus development. The results of these sessions will help the Regents determine State policy in 1990.

The Regents also point out that the majority of the King recommendations appropriately are directed toward system and member action. Within the resources available to the Department, we encourage early action to improve our library systems. We do so recognizing that all school, college, government and public library services must shift from an institutional focus to a focus on people to be served. We must remove the boundaries that restrict our services if we are to meet our goals of equity and excellence — providing all the people of the State timely and free access to a full range of informational resources and services.

Library Systems in New York State, 1989

KING REPORT OF LIBRARY SYSTEMS AND SERVICES AVAILABLE

The King report is available at libraries thorughout New York State. It is also available as an ERIC document. A limited number of copies are available from the State Library at $25.00 each. To order, send a check or money order with an address label to:

Documents/Gift and Exchange
New York State Library
Cultural Education Center
Albany, New York 12230

ARCHIVES, POLITICS AND THE PUBLIC*

By William B. Hoyt, New York State Assemblyman,
144th District, Buffalo, NY

Welcome to Albany — the city where Martin van Buren, Franklin Delano Roosevelt, Tom Dewey, Averill Harriman, Nelson Rockefeller, Hugh Carey and, now, Mario Cuomo resided as governors. All were presidential aspirants, a few even made it. Albany, described by Pulitzer Prize-winning novelist William Kennedy as "improbable city of political wizards, fearless ethnics, spectacular aristocrats, splendid nobodies, and underrated scoundrels."

I hope you are enjoying your stay. I have spent 15 years in Albany and have grown to love it enormously.

Why has Bill Hoyt become such a strong proponent of our New York State Archives? Two reasons: book collecting and my own historical research. I collect first editions on the Canadian Arctic and have accumulated about 1500 of them since 1975, the year I took my first wilderness canoe trip to the north. In planning the trips, each 300-400 miles in length and two-three weeks in duration, I would research the records of the Geological Survey of Canada, the Hudson's Bay Company, the Royal Canadian Mounted Police, and journals of earlier explorers, prospectors and fur traders. Naturally, this led me to purchase such tomes, and so, now I am a book "addict." As I bid at auctions, attend book fairs, leaf through exotic catalogues and generally spend much more money then my Assemblyman's salary can afford, I remind myself that at least I am building some equity.

The second reason why Larry Hackman captured my soul is because of my own historical research and subsequent writings. I suspect there is not a person who has ever heard the name "Fenley Hunter." I hadn't until 1977 when, with eight companions, I paddled the South Nahanni river in the Northwest Territory of Canada. The set piece of that northern waterway is Virginia Falls, 316 feet high — twice the height of Niagara Falls, totally isolated, stunningly beautiful, with no crowds or souvenir stands. After the canoe trip was over I started to research the name, "Virginia Falls." It was first called that by one Fenley Hunter after his "infant" daughter, Virginia Hunter, when with two Indian guides, he first laid eyes on it in 1928. His journal of the trip, which I secured from the Royal Geographical Society in London, indicated that he was the first man to photograph it, measure its height and draw an accurate map of the South Nahanni River. Subsequent research indicated that he was the president of the Hunter Illuminated Street Car Sign Company in Flushing, NY, and lived in a big mansion in Garden City. But, who really was this man who had died in 1965, and was his "infant" daughter still alive? One thing led to another, and I found myself in the Canadian National Archives in Ottawa. I was permitted access to the inner sanctum because of a letter of introduction by Larry Hackman. There I struck gold! I had known that Fenley Hunter had corresponded with the Geological Survey and, through the old boy network, which he was clearly a part of, had succeeded in having the Canadian government officially grant his request that the falls be named after his daughter. One document, dated 1931, amusingly noted, "Do we really want to name the great falls of the Nahanni after a woman, and an American at that?" The *gold seam* was a penciled marginal note that identified Virginia Hunter as now married to one Egbert Maxham! But no address was listed. What to do now? My quest, of course, was to see if the child of 1928 was still alive. I eventually resorted to the *New Yorker* magazine's "author's query" service, waited six months and finally got back a monogrammed envelope, from Nantucket. The writer noted that Fenley Hunter was her uncle and that if I called this number I might speak with her in person. I did that, explained my purpose in digging around into her family's past and we arranged to meet in the lobby of a hotel in New York City. That event occurred two years ago. And it was momentous. After alleviating the fears of Virginia and her husband Egbert that I was some wild-eyed politico set on exposing the family's skeletons, I started my interview. As the interview progressed, Virginia, a grand dame in her seventies, told me a great deal more than I was prepared to know. Her father, Fenley, was gallivanting around the Arctic and never paid any attention to the family business, she noted. It finally went bankrupt. Also, he had run off with his secretary, neglected his children and spent all his time traveling.

Finally, I pitched her the grand slam question, "Virginia, you do realize that your father named the tallest falls in North America after you?" "Yes," she said, "but little good it's done me." I followed by asking, "have you even been up there to actually see Virginia Falls?"

* Remarks made at the Mid-Atlantic Regional Archives Conference, May 4-6, 1989, Albany, NY.

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"Well no, the only traveling I ever do is to Florida." Amazing! I'm sure there's a publishable story here — at least in the *Toronto Globe and Mail*. One of these days, between or after politics, I'll get to it.

During the next few minutes, I would like to share with this audience my thoughts on three subjects:

1. New York's new Documentary Heritage Program: what it is and our hopes for how it will move us toward our broad statewide goals for historical records in New York.
2. Perceptions on the way in which the archival community, working with others, can achieve important shared goals, particularly those goals in which government can and should be playing an enhanced role.
3. Finally, I would like to finish with the premiering of a new slide show which conveys the benefits of historical records to a general audience in a way that must be done if society is ever going to understand, value and support programs to administer these important resources.

NEW YORK'S DOCUMENTARY HERITAGE PROGRAM: WHAT IS IT?

- It's a new program, grounded in legislation passed last year, in very difficult times, and sustained this year, under even more difficult conditions.
- It is funded at $250,000 for this year, the same level as last year. The initial proposal in 1988, and still our ultimate goal, is $2 million. That is what it will take on an annual basis to finance a full-blown, statewide comprehensive program.

The Documentary Heritage Program is a system for nongovernment archival records. A separate, major bill to create a local government records improvement fund, which I also sponsored, passed the Legislature two weeks ago. I am pleased to say that the Governor signed the bill into law as chapter 78 on May 1st. This is intended to provide $7-9 million per year, via a surcharge on certain documents filed at county clerk's offices, for advisory services and grants to New York's local governments to improve records management and archival administration at the local level. My own area, Buffalo, certainly needs to take advantage of the local government records improvement fund to enhance its city records management and archival programs.

Passage of the Documentary Heritage bill was the great triumph of 1988, and the local government records improvement fund bill is the key breakthrough in 1989. But, more on the Documentary Heritage bill. It authorizes State funding to regional service sponsors; grants for historical records projects in nine regions throughout the State.

STATE FUNDING TO REGIONAL SERVICE SPONSORS

The reference and research library resources system or an alternate in each of the nine library regions of the State may be a regional service sponsor and receive State funds. Each regional sponsor receives funds for activities to improve historical records conditions in the region so that New York's documentary heritage is improved overall. This is a statewide program, but uses a regional approach to address statewide needs.

The core of this work is to provide or sponsor training and technical assistance, build public awareness and support, encourage cooperation within the historical records community and do whatever else is necessary to improve documentation in the region, the administration of its documentary heritage organization and public awareness of it.

This first year, with only $250,000 overall, the Documentary Heritage Program was able to provide $35,000 to each of three regions to operate a program during the second half of the year. Each has hired an archivist, created an advisory committee and begun to assess regional needs and provide regional services.

During the program year that begins July 1, 1989, we plan to provide over $60,000 to each of these three regional sponsors. We hope to extend from three regions to six next year and then on to the full nine.

We believe this approach can lead to important progress toward a statewide historical records agenda while at the same time paying close attention to regional conditions and needs.

GRANTS FOR HISTORIC RECORDS PROJECTS

The Documentary Heritage Program (DHP) also authorized grants for a wide range of historical records projects to individual applicants and for cooperative projects. This first year, with only a three-week deadline because of late passage of the bill, over $400,000 in applications were received against the $105,000 available. Up to 55 percent of DHP funds may be allocated for these grants.

The breadth of first year projects (15 were supported, most quite small) was wide, and we were very pleased with the variety of initiatives. For example:

- A grant to the center for Puerto Rican studies located at Hunter College to survey the records of key organizations in the Puerto Rican community, which is an important and underdocumented community. Incidently, the legislation states directly that underdocumented groups and subject areas are to receive priority.
- A grant to the Lower Hudson Conference of Histori-

cal Agencies and Museums for a "circuit rider" archivist to process the most important collections in five small repositories that could not each afford a full-time archivist. This is what we call a "service provider" project.

- A grant to Historic Cherry Hill, the venerable van Rensselaer house here in Albany, to publish a documents packet on a 19th century murder case for use by teachers in the classroom to meet curriculum needs. We wrote the legislation broadly enough to permit projects to encourage the use of historical records and to explain and promote the benefits of historical records and of good historical records programs.
- A grant to The New York Public Library, which served as the sponsor for a conference of archivists and representatives of environmental groups to plan for better documentation of New York's environmental and ecological organizations.
- Incidentally, I'm very pleased that one of the grants was to the Buffalo and Erie County Historical Society for basic arrangement and description of collections relating to business and labor from the Civil War to World War I.

Finally, a small portion of the funds (2.5 percent each) go to the State University of New York and The City University of New York to assist them in developing system-wide policies, technical assistance, disposition guidelines and other activities for the archival records of their own member campuses. Each of these is a major, ongoing higher education system, and neither has yet developed a coordinated approach to its own archival records.

The Documentary Heritage Program overall is administered by the State Archives and Records Administration (SARA) through its external programs division. At present, SARA is badly overextended in trying to coordinate this new program with no assurance of ongoing resources for this purpose. But it is doing an excellent job with what it has.

Beyond these features, which are grounded in the DHP legislation (You can judge whether this would make sense in your own states), there are several aspects of the development and methods of the documentary heritage program that may be worth your attention, whatever your state or institution:

The proposal, and the ideas and provisions imbedded in it, flowed from New York's statewide assessment project and its 1984 report, *Toward a Usable Past*. To bring the ideas to the point of a legislative proposal required careful thought, a great deal of discussion and a sustained effort over a number of years by many parties. The State Archives and the State advisory board were the continuing "actors," but many individuals influenced the final proposal. Many advocated it — archivists and other citizens as well.

Even when a legislative proposal was ready, passage was not easy. In fact, the first two versions were unsuccessful. A 1985 proposal to create a regional technical assistance network alone passed the Legislature and was vetoed by the Governor. A second version which included a grant provision but was written hurriedly in 1986 and lacked strong commitment from its sponsors, helped draw attention to the need but did not prosper in the Legislature. The third version was built on the earlier experiences and gained strong advocates, especially myself.

Even for this proposal, compromise was necessary. The bill proposed by the State Education Department on behalf of the State Archives, asked for $2 million. In a year when almost no other cultural legislation passed (including the omnibus library bill), we were glad to be able to pass the DHP bill and gain $250,00 start up funds for the second half of the year. We were disappointed, but not surprised, that the Governor did not request DHP funds this year and pleased but not fully satisfied that the Legislature has restored $250,000 rather than the $500,000 for which I and many of you worked. The points I want to stress in light of the success we have had here are the importance of engagement, persistence, compromise and learning from experience.

I urge you to notice also that the DHP is not merely a grant-in-aid program, although that is the feature that probably had most to do with its passage. In it are broader principles and purposes. Ongoing statewide archival education and technical assistance are only the most obvious. It also provides for continuing attention to some other underlying issues:

- increasing public awareness of archival conditions, needs and methods
- facilitating cooperation among repositories
- the use of service providers where no archival program can meet shared needs
- the development, archivally speaking, of two huge statewide systems (SUNY and CUNY) as difficult and long range as that may be
- ongoing documentation analysis, and action to improve it, within regions and statewide
- a special focus on a broader social agenda (recognizing underdocumentation especially of racial and minority groups and greater use of historical records in education in New York)
- sensitivity and adjustment to regional needs within a statewide framework
- an ongoing consultative role for the State Historical Records Advisory Board, which is now brought into a State statute for the first time.

Let me pass on several thoughts. My 20 years experience in government and politics — and now more recently my involvement in archival affairs, especially with the New York State Historical Records Advisory Board, the New York State Archives and Records Administration and the Documentary Heritage Program — leads me to stress the importance of three basic points: agenda setting, advocacy and public awareness.

A. Agenda setting, i.e., knowing *what* you want to happen

Given the many and complicated issues that face the historical records community, and the relative lack of resources to work with individually and collectively, it is crucial to have a clear vision and a well organized agenda for addressing that vision.

I believe the New York State Historical Records Advisory Board and the State Archives have developed an agenda in a series of documents developed through broad consultation and careful analysis. The published reports, ranging from *Toward a Usable Past*, through *Our Memory at Risk*, to *The Quiet Revolution*, have been immensely helpful in organizing ourselves and communicating with others.

It's also true, I believe, that a *flexible* agenda is more useful than a detailed plan. Linking an agenda to good strategies on how to address it is the key.

Setting the agenda through a participatory process, as with the several New York reports I mentioned, then publishing and circulating it broadly, is highly important. It lets everyone know that nothing is being hidden; it shows who has participated; it helps educate a broader public; it legitimizes what you are proposing by putting it in a broader context.

B. Advocacy (knowing how to make happen what you want to happen and how to get help doing so)

My experience with archival affairs in New York leads me to stress only a few points:

1. Most legislators don't care about archives. It deals with the past you know, and there aren't many votes there.

   You need to find just a few key people in the Legislature or on a Governor's staff or elsewhere in public life who care about your issues and will work with you to advance them. An advisor to New York State Assembly Speaker Mel Miller was helpful in our case.

   There are many bright influential people in government who have backgrounds in history or other fields which give them an appreciation of history and historical materials and of their uses. You need to do the research to find them (surely you are good at research) and to develop the arguments and the materials to reach them. Meet with them, throw a breakfast or give them a tour of the archives. Tell them they might be there some day.

2. You need to organize yourselves, both to be effective advocates and also to make certain that when you advocate programs and resources that you do so in unity. One of the best excuses you can give to any legislator or executive (or your own board of trustees) for not taking action is to not speak with one voice. Part of this is making sure that your associations are participating in setting the agenda and developing and reaching a consensus on policy. Once it is set, they need to communicate it, and you need to act on it. I know that in the archival community, as in some other cultural fields, there is a certain instinct among some toward highly informal organizations (almost nonorganizations). That's fine if your agenda is wine and cheese; it isn't helpful if you want to do more than talk to each other. To talk to others in a meaningful way, you need to develop positions and pursue them in cooperation with others. That's part of being a responsible citizen and, I believe, being a responsible professional archivist.

Finally, in your advocacy efforts, you need to develop allies beyond yourselves, beyond those of you in programs that will benefit directly from what you are advocating. To take the documentary heritage bill as an example, it was very helpful that Arthur Schlesinger (not just CUNY archivists and CUNY's lobbyist) called Speaker Mel Miller last year on behalf of the DHP. It was helpful that a former chair of the New York City Council wrote on its behalf. It was important that several well-known authors, and lawyers active in political affairs, also wrote or called. This helped establish the fact that even if archives aren't for everyone, they aren't only for archivists!

C. Archives and the public (show the public that what you do benefits *them*)

One part of building effective advocacy, or simply doing what you need to do on behalf of the program, is reaching the general public. You know that everyone has a stake in historical records, but many don't know it.

That means moving beyond users, even potential users, of your holdings.

I want to close with showing an example of what I mean. I encourage you to view these slides not so much as professional, expert archivists, but as members of the general public wondering what this historical stuff is all about.

I've enjoyed being with you and hope that I've given you a fuller sense of some of the approaches we are using here in New York, and especially why I'm proud to have been the lead sponsor of the Documentary Heritage Program.

Although this program is really only in a beginning stage, I believe that we are making progress in New York in improving historical records programs. State government has an important and, in New York, an increasing role in this endeavor. It can and should provide resources, coordination, visibility and leadership.

As a legislator, I believe this should be the case in every state. Whether it is or not depends mostly on you.

AUTOMATED LIBRARY CATALOG ACCESS AVAILABLE TO EXECUTIVE AND LEGISLATIVE BRANCHES OF NEW YORK STATE GOVERNMENT

Governor Mario M. Cuomo and his staff have the resources of the largest state library in the nation at their fingertips. The New York State Library's online catalog, the Collection Management System (CMS), was installed in the Executive Chamber at the end of July. Online catalog access is also available in both houses of the State Legislature as well as in libraries and information centers in many State agencies.

CMS provides author, title, subject and keyword access to over one million titles in the State Library's research collection of books, journals, government documents and maps. Operational since 1981, CMS was one of the first automated catalogs of a major library in the United States. It replaced a 3 million-card, 2,000 drawer manual catalog.

The State Senate, which pioneered legislative access in a 1985 pilot project, now provides the online catalog to each Senator's Albany office as well as to central research, program development and research staffs.

After finding desired information, clients can print out citations and transmit them to the State Library by telephone, telefacsimile or messenger. Library staff page the materials and deliver them to Legislative offices, mailrooms or the State Library's service point in the Legislative Office Building — often within hours after the request is generated.

Marian Crounse, legislative associate to State Senator Hugh T. Farley and a regular user of the online catalog, says: "When the Legislature is in session, the Senator needs complete information and he needs it quickly. Information which comes too late or omits some crucial recent research is not only useless, but may actually be damaging. I can check the catalog to verify the latest acquisitions right from my office — a step I would be tempted to omit if I had to make the half-hour trek to the Library."

Senate users select the online catalog as an option on their office automation terminals. The Assembly can access through existing terminals. Others may incorporate software supplied by the State Library.

With the help of an internal task force, the State Library recently completed a study of the Collection Management System with recommendations for transforming the system into a statewide information network. This long-range program, projected over a three-year timetable, will streamline and enhance the State Library's online catalog.

New features will include greater ease of use, an increased number of searchable fields and the ability to display bibliographic records from other libraries in New York State government.

THE NEW YORK STATE LIBRARY ORAL HISTORY PROJECT

By Shawn Purcell, Oral History Project Coordinator, New York State Library

As custodians of knowledge, librarians are charged with preserving and developing the collections that they, in turn, pass to the next generation of caretakers. In the course of everyday duties we may pause to reflect on the evolution of certain in-house procedures or the legacy of various predecessors, but the arcane field of library history is seldom a pressing priority measured against the delivery of services. Old records are discarded, memories rust, and key figures expire.

The New York State Library serves as a good example. Founded in 1818, this important research facility has been a world leader in the development of standards, education, legislation and regional library service. The two published histories of the State Library concentrate on the first century of service. If we can make the generalization that libraries paradoxically neglect their own fleeting institutional memory in the service of more popular tastes, we can also aver that librarians are generally long-lived and of strong opinions — an untapped primary source full of organic memories that supplement and humanize gray, official histories.

Last year the H. W. Wilson Foundation granted $6,600 for an oral history project that sprung from these concerns. This article is a progress report on the project. With early support from the State Librarian, the New York State Library serves as institutional sponsor of the project, while the School of Information Science and Policy at SUNY Albany is acting as the institutional recipient of funds. Paul Mercer of the Library is the co-interviewer, and library school student Susan Jewell is the transcriber.

Half of the 20 or so individuals in this phase of the project have been interviewed. While some memories go back to Melvil Dewey, the seminal New York State Library School and the disastrous 1911 Capitol fire, the emphasis will be on the Library's post World War II reinvigoration and the modern library movement through the 1960s. A planned follow-up would also cover pioneering strides in automation, relocation from the State Education Building to the Cultural Education Center, etc.

The information gathered will be transcribed, indexed, published and made available through bibliographic access and interlibrary loan. The following excerpts from completed interviews suggest the kinds of people interviewed in the project and how their recollections relate to the history of the State Library or their careers.

Mildred Batchelder graduated from the New York State Library School in Albany in 1924, shortly before the School moved back to Columbia University in 1926. She joined the staff of the American Library Association in 1936. Over 30 years she held various responsibilities related to library service to children and youth. She was always concerned about the quality of books and the exchange of children's books from abroad. In 1967 she received the Constance Lindsay Skinner Award from the Women's National Book Association for her "extraordinary contribution to books and to American culture through books." She continues to be honored in an annual award made by the Association for Library Service to Children. The ALA citation of an American publisher for publishing the most outstanding children's book originally published in a foreign language in a foreign country is called the Batchelder Award. She retired from ALA as Executive Secretary of the Children's Services and Young Adult Services Divisions in 1966. She currently resides in Illinois. In her interview she recalled Mary Eastwood as a teacher in the Library School.

MB: I had Mary Eastwood...who taught book selection. I don't remember what our courses were, but one of the things she had us do was read all the books by two authors: one excellent and one poor. And I read John Galsworthy, and I think it's *Ridgewell* Cullum. I'm sure! C-U-L-L-U-M. Awful! I mean it was kind of Westerny or something like that. It was *very* ordinary stuff.

But it was a good idea, you know? Most of us hadn't had that much of an indoctrination even in the authors we had read. You don't often read intensively in one author. You may happen to get excited and read a lot of Jane Austen or something, but this was a different kind of thing. These were like — the second year, especially — were more like seminars.

Charles Gosnell served as Director and State Librarian from 1945 to 1962, presiding over the State Library's second golden era. He makes his home in Suffern, NY. Dr. Gosnell found there were some problems in the State Education Building insurmountable by librarians and people responsible for public buildings.

CG: And then we had pigeon trouble. On the second floor they had these big window sills, with the cast iron gates ajar, which since have been taken down. The pigeons roosted in those. I had trouble with some of the staff. They kind of liked to have the pigeons play on the window sill. Of course the pigeons shit all over everything, and then they would complain that when it rained why the stuff smelled and all that, and I said,

"Well, you shouldn't be attracting them." Some of them were throwing out paper clips to scare the pigeons, and we had some electrical circuitry put in that was supposed to scare the pigeons, but they'd throw out the paper clips and that would short-circuit the electricity.

Then the superintendent of the Capitol, he had trouble with pigeons. I remember we had a chat about that. He says, "You know, a couple months ago I got some big boxes sent over from the State Architect's office, and I opened them up and there was a lot of stuffed owls." So he called back, "What the hell am I gonna do with these?" And they said, "Well, you've got pigeon trouble, haven't you?" We had them up in the towers of the Capitol. So he put them up there, and he says, "Well, they don't do any good. I got a thousand *live* owls living up there — they're eating the pigeons!"

Heath Babcock, who graduated from the New York State Library School in 1927, worked her way to the top of the Medical Library (from which she retired in 1965). Heath witnessed the Capitol fire of 1911 as a young girl and took an early leave of absence for the American Library in Paris, where many adventures awaited. She sends warm regards from her home in Albany. She recounted how women fared in the State Library.

HB: After they had Miss Nesbit, the Civil Service Department got a little sick of having women. Frances Lyon had been head of the Law Library, Edna Jacobsen had been head of the Manuscripts, and Miss Lansing had been head of the Catalog Department. When it came time and Miss Nesbit retired and I wanted to be head — I had gone and gotten my degree and *everything* that was necessary for it, in time, too — when it came I got the salary and I got the title and everything, and three months after it came the head of the Civil Service Department came over and asked to see Heath Babcock. I said, "I *am* Heath Babcock." He said, "You're a woman!" I said, "I am a woman. Does it surprise you?" He said, "Very much. You're Heath Babcock?" I said, "Yes, and that's fooled you," and he said yes. He said, "I'm not going to have a..." well, he didn't say, but he said, "That's all I want to know." So, it came back he wasn't going to have a woman head of anything anymore.

SP: If you were Heathcliff Babcock you would have been okay, eh?

HB: [laughter] I don't think that either. I'd have to be Heathlette or Heather. I don't know. Anyway, I immediately got a very nice Republican farmer from the north of New York State and a very nice Democratic female, Miss Todd [then Commissioner of the New York State Women's Council]. One was a senator and one was a representative, and they both fought for me and kept me. Not only kept me with a title, but kept me with a salary, much to Dr. Gosnell's delight.

I'd had trouble before and not put anything over when Mr. Wyer wouldn't work for me to get salary, to get money. I wanted more money. He had a raise to give one time, which he said was 50 dollars. That's all the raises were — a 50 dollar raise about every six or seven years. He said, "I'll give you 25 of it and Marion Hemstreet 25. She comes next." And I said, "That's quite a raise. I can't *imagine* what I'll buy with it." [laughter] He said, "I suppose you want 40." I said, "No, I don't think I want 40 because I like Marion Hemstreet. She should have more than 10." I said the *whole* raise should go to either one or the other of us, but he did it with a 40/10, which was worse. And Marion Hemstreet did not stop talking to me or anything!

Laura Greene of Albany held a number of reference posts from 1928 to 1967, finally as senior librarian in the Education Section. She reminisced about Mary Brewster of the State Library and her philosophy of service.

LG: We were very fond of her. I would love to have had her for a teacher in library school. She taught me, I think, all the special little things you need to know as a librarian. For instance, one day somebody wanted the best translation of something. I didn't have any idea how to choose between translations. So I went to her. And she showed me. She showed me what to use. The famous bibliographic...Sonnenschein, you know, and all those other things. That's the way she was. She would stop what she was doing, and if you asked her for help she would help you and show you how it was done, and if you ever had any future problems like that you could probably take care of them yourself.

She also instilled in us the feeling that people who come to the Library must get what they came for. I remember hearing her say one time, "We don't want people to go away without getting what they came for." And she always impressed on us that we must do our *utmost* to make sure that people got what they came for. And we did. We very seldom flopped on any of them.

SP: Too bad you and she aren't still around these days.

LG: Well, I think a little of that philosophy would be good in any library. There's nothing wrong with it. I don't care what era you live in. I don't care if it's 1989 or 1939. It's a darn good way to run a library, I think.

PUBLIC LIBRARY STATISTICS: THINGS ARE DEFINITELY LOOKING UP

By Mary Jo Lynch, Ph.D., Director,
American Library Association, Office for Research

For many years, it has been hard to find useful and up-to-date statistics on the nation's public libraries. Things are definitely looking up now with the establishment of not one, but two different and complementary systems for providing essential numbers about public libraries to library managers, government officials, journalists, business people, and interested citizens. One of those systems is based in Washington at the National Center for Education Statistics (NCES). The other is based in Chicago at ALA's Public Library Association (PLA). This article describes the history of the first system in some detail and then compares it to PLA's system.

FSCS at NCES

The Winter 1988 issue of PUBLIC LIBRARIES carried my article on "An Impossible Dream Come True?"[1], which asked readers to imagine that:

- All 50 state library agencies ask public libraries in their respective states to report the same statistics on the annual data collection form,
- All 50 state library agencies use microcomputer programs to record the data for analysis,
- All 50 state library agencies send that data on a floppy disk each year to the National Center for Education Statistics (NCES),
- NCES aggregates and analyzes the data each year to produce national summaries,
- NCES publishes the data promptly on paper, diskette, and/or tape.

At the time it really did seem like an impossible dream, but many things have happened between that day and the time of this writing (September 1989) to make that dream less and less impossible.

BACKGROUND

The idea for what eventually became the Federal-State Cooperative System for Public Library data (FSCS) was born in the fall of 1984 as I prepared the final report for a project entitled "Analysis of Library Data Collection and Development of Plans for the Future." That project involved examination of the statistics collected by NCES from various types of libraries and the programs of any other agencies collecting library statistics. It also made recommendations for future action by NCES and prepared model questionnaires for NCES to use with each type of library. A summary of the final report on the project appeared in the BOWKER ANNUAL for 1985.[2]

The analysis and recommendations of that project covered academic, school and public libraries. A key component of the project was a detailed analysis of the forms used by states to collect data from libraries. The three-volume appendix to the report contained charts that show every item collected by any state and all states that collect the item. Two of the three volumes report on public library statistics — a total of 377 pages. Clearly there was a lot of variety in state data collection from public libraries in 1983-84!

We found that all 50 state library agencies collected statistics annually from public libraries in their states. The general topics they collected data on were similar, but the specific items were not and therefore the results were not comparable from state to state. The report recommended that NCES persuade the states to collect a limited set of key items in a standard way and report them to NCES so that national summaries could be created. Before the report was submitted, that idea was presented to the Chief Officers of State Library Agencies (COSLA) and COSLA supported it in principle.

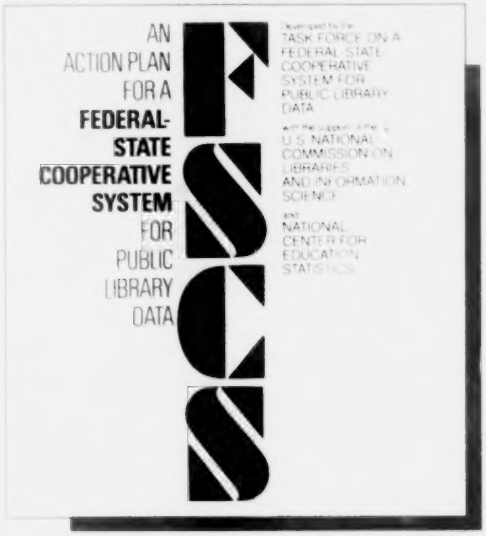
Shortly after the November 1984 report was filed, ALA sent a proposal to the Department of Education asking for funds to conduct a pilot project that would work with a small group of states to explore the feasibility of a system that would coordinate the annual collection of data from public libraries in the 50 states with the periodic reporting of national statistics on public libraries by NCES.

PILOT PROJECT

Two units of the Department of Education provided financial support for the project — Library Programs and NCES. In October 1985 the project began with the appointment of an Advisory Committee. Serving on that committee were: Wes Doak (Oregon), Jan Feye-Stukas (Minnesota), Amy Owen (Utah), Patricia Smith (Texas), and Barratt Wilkins (Florida). A letter went out immediately to all 50 chief officers of state library agencies inviting them to participate in the pilot.

Twenty states volunteered — a much higher response than we had expected and a good omen for the future.

When the advisory committee met in November 1985 they decided to accept everyone who volunteered and rearrange the project to allow it. By the time the project ended, there were fifteen official participants: California, Colorado, Florida, Idaho, Indiana, Minnesota, New Hampshire, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Utah, Washington, and Wyoming.



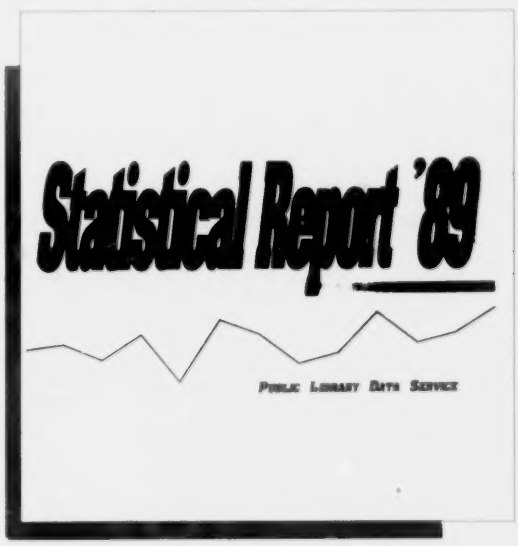
The Advisory Committee made additional important decisions at that November 1985 meeting. They decided to stop speaking about a form, thereby implying that the project would send one out for all states to use, and start talking about items and definitions to be incorporated into state forms. States were free to collect whatever they wanted as long as they collected a certain set of items using standard definitions and sent data on those items to NCES for incorporation into a national report. States could continue collecting data at whatever time of the year was best for them. This would mean that any aggregate report would contain data COLLECTED at different times but SENT TO NCES at a standard time. In addition to making those decisions, the Advisory Committee spent a good bit of time revising the list of items and definitions that had been recommended in the report of the previous project. (The list of items and definitions were to be revised two more times before the pilot project was finished!)

Each state participating in the pilot project sent one or two representatives to a workshop in Chicago in March of 1986. That workshop covered such topics as forms design, how to get good data, and how to edit what you get to remove errors. Workshop attendees also spent a good bit of time critiquing the list of items and definitions and recommending changes. After the workshop a revised list was prepared and sent out to states for incorporation into the next cycle of data collection.

At the time of the March 1986 workshop only four states knew they could send data to NCES in machine-readable form — two on magnetic tape produced from a mainframe and two on floppies from a microcomputer. By the time the project was finished all were able to do so, albeit with different levels of skill and ease.

The pilot project was officially completed at the end of August 1987 when a final report was submitted. That report recommended that work begin immediately to expand the pilot project into a 50-state system. By that time, there was a renewed interest in library statistics at NCES. This interest was prompted by discussion of what eventually became Public Law 100-297 (the Hawkins-Stafford Elementary and Secondary School Improvement Act). This law gave NCES greater authority and responsibility, and specifically charged NCES to collect statistics about libraries. The need for a Federal-state cooperative system for public library data is specifically mentioned in the law.

In February 1988, a "Memorandum of Understanding" (MOU) was signed between NCES and the National Commission on Libraries and Information Science (NCLIS). This agreement authorized NCLIS to coordinate the work of a Task Force established to plan the expansion of the pilot project into a 50-state system. That Task Force met monthly from March through September 1988 and developed a plan for the Federal-State Cooperative System for Public Library Data (FSCS). One key Task Force decision was to



reduce the pilot project's list of 81 data elements to 41. The other basic ideas remained the same, however.[3]

IMPLEMENTATION

Implementation of the plan began immediately with a workshop in Annapolis, Maryland, on December 5-8, 1988, for state data coordinators. Forty-eight states and the District of Columbia sent a representative to the Annapolis meeting where they learned what would be required of participating states and what help would be available from NCES and NCLIS. A Technical Committee of state library staff was formed in early 1989 to advise the project on matters related to computers and data processing. The committee members are: Darla Cottrill (Ohio), Jane Ouderkirk (Connecticut), Ed Seidenberg (Texas), and Walter Terrie (Florida).

That committee recommended the production and distribution of a special software program for use by states in reporting data to NCES. NCES contracted for work on this software early the Spring of 1989 and before the ALA Annual Conference in Dallas program disks and a user manual were mailed to all state data coordinators. The software is called DECTOP (Data Entry Conversion and Table Output Program). NCES encouraged states to use DECTOP for submitting data in July 1988 but, because DECTOP was designed to allow importation of data from Lotus, dBASE III, and ASCII files, states could still use their local software systems for state data requirements.

DECTOP will accept each state's input for the 41 data items in diskette format, or allow for direct keyed data entry. DECTOP will:

1. Arithmetically edit the data.
2. Perform edit checks including relationship checks.
3. Provide an output error listing that will allow for correction and reediting.
4. Allow for production of an output file of FSCS data for submission to NCES.
5. Provide capability of customizing public library data at the State level.
6. Provide capability of generating specialized State reports from their data.
7. Permit State library agencies to generate summary tables for review before submission to NCES.

At the June 1989 ALA Annual Conference, a two and a half hour meeting of FSCS state data coordinators featured a demonstration of the new software in a room full of microcomputers. The contractors also met with individuals or small groups in their hotel suite.

Another important event took place in the summer of 1989 — the first meeting of the FSCS Analysis Committee. In May, a compilation of the public library data submitted by 19 states in July 1988 had been sent to those states and to members of the Task Force for their review, comments, and analysis. The Analysis Committee was established to review all comments, suggestions, and recommendations received on the 1987 compilation of public library data, develop general recommendations for change, and do a table-by-table analysis with recommendations for improvements. The members of the Analysis Committee are: Jan Feye-Stukas (State Data Coordinator, Minnesota); Keith Curry Lance (State Data Coordinator, Colorado); Mary Jo Lynch (American Library Association, Office for Research); James Scheppke (State Coordinator, Oregon); and Peter Young (The Faxon Institute). The Analysis Committee met for the first time in July. Also in July, 44 states sent data to NCES for analysis. Tables will soon be prepared following recommendations from the Analysis Committee.

PLDS AT PLA

The Public Library Data Service (PLDS) STATISTICAL REPORT was one component of the Public Library Development Program (PLDP), which also produced Planning and Role Setting for Public Libraries (ALA, 1987) and Output Measures for Public Libraries (ALA, 1987). The STATISTICAL REPORT was designed to assist libraries using the planning manual and the output measures manual by providing pertinent and timely data on key input and output variables. A first edition of the report was published by ALA in June 1988 and the second edition in June 1989. PLDS and FSCS are very different, but they are also very similar in ways that should make it easy for libraries to participate in both and profit from the results. The four major differences can be summarized as follows:

1. PLDS actively solicits statistics from all public libraries serving populations of 100,000 or more in the U.S. and Canada and will also welcome statistics from libraries serving smaller populations. In 1989, PLA solicited statistics from a small sample of public libraries in all population ranges but the bulk of the respondents serve large populations. FSCS will collect data from the entire universe of public libraries in the U.S. Although it will begin by reporting data from the 44 states submitting data in July 1989, the goal is to involve all 50 as soon as possible.
2. PLDS will get data directly from libraries whereas the FSCS will get data from state library agencies. Of course, those agencies get the data from libraries first, but the state agency will act as a collection point (streamlining the process for NCES), and a filter (screening out obvious mistakes made in reporting).

3. PLDS will report statistics on a library-by-library basis and will also summarize each variable by showing the range, mean, and quartiles. The FSCS will not report for individual libraries, but will summarize data in various ways for each state and for the nation as a whole.

4. PLDS will report statistics on 42 items whereas the FSCS will collect statistics on 41 items. Many of the items are the same, but some are different. Only PLDS collects data on community demographics, the output measures involving "fill rates" and document delivery, salary of director and beginning professional, and the roles chosen by a particular library. Only PLDS asks for items on various formats in the collection, capital outlay, and public service hours.

The similarities are most closely related to the last difference. Of the 42 items and definitions on the PLDS form, 21 are also in the FSCS list. Thus the library choosing to report to both will not have to collect completely different data.

Members of three units of ALA — the Public Library Association, the Library Administration and Management Association, and the Association of Specialized and Cooperative Agencies — have been closely involved in the establishment of both systems, as have the Director of ALA's Office for Research and the Executive Director of PLA. The Chief Officers of State Library Agencies (COSLA) have been involved also as well as the National Commission on Libraries and Information Science (NCLIS). FSCS and PLDS exist because leaders in the field believe that meaningful, accurate, and timely statistics are essential to the continued health and growth of the public libraries of this nation. The success of both systems depends on the local librarians who report data accurately and on time.

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1 Lynch, Mary Jo, "An Impossible Dream Come True," *Public Libraries*, v28, Winter 1988. pp. 170-171.

2 "Analysis of Library Data Collection and Development of Plans for the Future: A Project Summary" in *Bowker Annual of Library and Book Trade Information*, New York, R.R. Bowker, 1985. pp. 405-411.

3 *An Action Plan for a Federal-State Cooperative System for Public Library Data* (FSCS). Developed by the Task Force on a Federal-State Cooperative System for Public Library Data with the support of NCLIS and NCES. Washington, DC, National Commission on Libraries and Information Science, April 1989.

COMING IN *THE BOOKMARK*

The next issue of *The Bookmark* will focus on library and information science education for the information society. The issue will be edited by E.J. Josey, Professor at the School of Library and Information Science at the University of Pittsburgh and co-editor of *The Bookmark*.

The Winter 1990 issue will mark the centennial of the New York Library Association. This will be edited by James Corsaro, Associate Librarian for Manuscripts and Special Collections at the New York State Library. The Spring 1990 issue, entitled "Conference Briefs!" will focus on information needed by participants in the 1990 New York State Governor's Conference on Library and Information Services. This issue will be edited by George Bobinski, Dean of the School of Information and Library Studies at the State University of New York at Buffalo.

RECENT ISSUES

Winter 1989 Libraries in the Tradition of Freedom on Expression
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Spring 1987 Conservation/Preservation
Winter 1987 The New York State Library and Libraries in New York State

THE STORY OF THE NEW NETHERLAND PROJECT

*By Nancy Zeller and Peter Christoph,**
New Netherland Project, New York State Library, Albany, NY

In 1970, when Peter Christoph became curator of historical manuscripts at the New York State Library, he found it frustrating to have in his custody tens of thousands of ancient Dutch documents that nobody could read. The first problem, of course, is the language. There just are not many people in this country who read Dutch. And those who can read the modern language discover very quickly that the 17th century language was significantly different. To use an example from English, most of us do not easily read 17th century literature, such as Shakespeare, or the King James Bible, without checking the footnotes and the commentaries frequently. Imagine reading a document from that period with no footnotes to help you.

A second problem is handwriting. Handwriting styles change greatly over time. There are 17th century English documents, written neatly by professional scribes, that most English-speaking people cannot read and that at first glance they might not even recognize as English. A similar problem holds true with Dutch documents. Most modern Dutchmen cannot read 17th century documents because they cannot decipher the handwriting.

There were frequent attempts in the 19th century by people who knew Dutch, more or less, to translate the records. They did not have much in the way of dictionaries to help them out. The unabridged Dutch dictionary was not begun until 1882, and today — more than 100 years and 23 volumes later — it is still not complete. But today at least we have most of the dictionary: the 19th century translators had almost none of it. There were other reasons why 19th century translations were largely unsatisfactory. In some cases the translators did not know Dutch very well; in other cases they were not proficient in English, but neither problem stopped them from publishing their translations.

Most of the older translations in print are really dreadful, often missing the sense of a document, sometimes making it say the exact opposite of what was intended — resulting in a very bad effect on the writing of New York colonial history. Further distorting the record is the fact that many historians have relied heavily on information about New Netherland that they found in the colonial records of New England. But the colonial New Englanders hated the Dutch passionately, they never had anything good to say about them, so that the records used by historians have completely prejudiced the writing of American history against the New Netherland government.

In 1970 one of the State Library's least known treasures was an excellent translation by A.J.F. Van Laer of the first four volumes of the records of New Netherland. The translation had been sitting on a shelf for 50 years. Peter Christoph thought it was high time to publish it, but nobody influential in State government agreed with him, so it seemed likely it would stay on the shelf.

One fateful day in 1972, Professor Kenneth Scott, who has edited some 40 volumes of historical records, visited the State Library in search of a new project. Upon being shown the unpublished Van Laer translation, 2,000 pages of the records of New Netherland, Dr. Scott was excited by the possibilities. That weekend at the Second New Netherland Conference, sponsored by the Holland Society of New York at Rensselaerville, he made a pitch for publishing the four volumes. The chairman of the Publications Committee, the late Ralph DeGroff, Sr., was intrigued with the idea. At the end of the conference, he gathered interested parties to discuss what needed to be done to get the books published. Mr. DeGroff personally oversaw the project, and encouraged publication of other existing translations, which resulted in the edition of Dingman Versteeg's translation of the early records of the town of Kingston, again funded by the Holland Society.

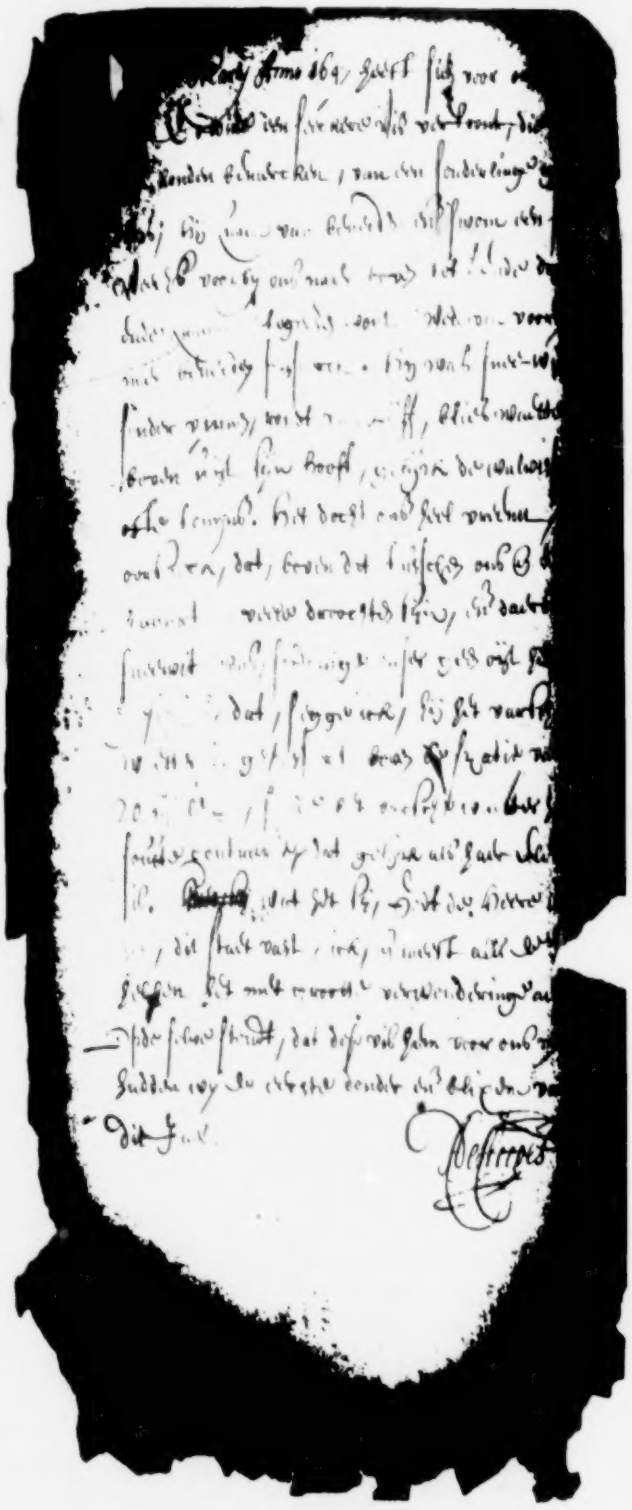
One day at a historical conference Peter Christoph met Charles Gehring, who had a doctorate in Germanic linguistics and was looking for a position, preferably something connected with his specialty: the colonial Dutch language. Christoph thought he might have something that would interest Dr. Gehring. The only problem was there was no money to hire him. So, it was back to Ralph DeGroff at the Holland Society. DeGroff got in touch with another member of the Holland Society, Cortland van Rensselaer Schuyler, who had supervised the building of the Empire State Plaza at Albany for Governor Nelson Rockefeller. General Schuyler brought Mr. DeGroff and Mr. Rockefeller together. Although Rockefeller was no longer governor, he put in a call to the head of the State Bureau of the Budget, and suddenly enough State money was available to hire a translator for a year.

That was 16 years ago, and Dr. Gehring has been at

*Ms. Zeller excerpted this article from a longer article by Peter Christoph. Mr. Christoph's article has appeared in *de Halve Maen*, the quarterly publication of the Holland Society.

"THE WHITE WHALE BEFORE FORT ORANGE"

The following was found in the memorandum book of Antony De Hooghes, official of Rensselaerswijck, in box 31 of the "Van Rensselaer Manor Papers" in Manuscripts and Special Collections of the New York State Library. This passage is of special interest because of Herman Melville's connection with early Dutch Albany through the Gansevoorts on his maternal side. The Dutch transcription is followed by the English translation.



Den 29en Marty Anno 1647 heeft sich voor ons alhier inde Colonie een seeckere Vis vertoont, die naer wij houden bemercken van een sonderlinge grootte was; hij quam van beneden, ende swom een stuck weechs voorbij ons naer boven tot aende droochte ende quam tegen den avont wederom voorbij ons naer beneeden passeeren. Hij was sneewit, sonder vinnen, rondt van lijff, blies waetter boven uyt sijn hooft, gelijck de walvisschen ofte tonijns. Het docht ons heel vreemt, uyt oorsaeck, dat boven dat tusschen ons ende de Manhatans veele droochten sijn, ende daer beneven sneewit was, soodanige onser geen oijt heeft gesien, dat, segge ick, hij het varsche waetter is gepasseert boven de spatie van 20 mijlen, sijnde het varsche waetter het soutte contrarie, dat gelijck als haer element is. Wat het sij, Godt de Heere weet het, dit staet vast, ick, ende meest alle de I[nwoonders] hebben het met groote verwondering ae[ngesien] op de selve stondt, dat dese vis hem voor ons vi[nt] hadden wij de eerste donder ende blixen van dit jaer.

On the 29th of March in the year 1647 a certain fish appeared before us here in the colony, which we estimated to be of considerable size. He came from below and swam past us a certain distance up to the sand bars and came back towards evening, going down past us again. He was snow-white, without fins, round of body, and blew water up out of his head, just like whales or tunas. It seemed very strange to us because there are many sand bars between us and Manhattan, and also because it was snow-white, such as no one among us has ever seen; especially, I say, because it covered a distance of 20 [Dutch] miles of fresh water in contrast to salt water, which is its element. Only God knows what it means, but it is certain, that I and most all of the inhabitants [watched] it with great amazement. On the same evening that this fish appeared before us, we had the first thunder and lightening of the year.

the State Library ever since. In that time he has translated 10 manuscript volumes; 11 more remain to be done. The New Netherland Project plans by the end of the century to have all the records of the government of New Netherland translated and published.

Dr. Gehring has never been on the State payroll, although the New Netherland Project has had a generous sponsor in the New York State Library, which has provided office space and supplies all these years. Gehring's salary has been paid from gifts and grants from various groups, such as the New York State American Revolution Bicentennial Commission, the Wilson Publishing Co., the Holland Society, the National Historical Publications and Research Commission, and primarily from nine years of matching grants from the National Endowment for the Humanities and countless private donations. In between, there were some times when things looked pretty grim for Dr. Gehring. Once he was within two hours of being laid off when a gift came in to cover three months' salary.

The English seized control of New Netherland in 1664, but the records from the early years of the English government contain a great many documents in Dutch. Though the number decreases with time, Dutch documents remain a significant portion of the records even a quarter century later. It has fallen to Peter and Florence Christoph to edit the records of the English government, from the English takeover in 1664 to the fall of Leisler's administration in 1691. For a long time this was actually a separate project from the New Netherland Project. The funding for Mrs. Christoph's salary comes from the Holland Society. Recently, the Director of the State Library excused Peter Christoph from his administrative duties in connection with the Manuscripts and Special Collections unit and gave him a permanent assignment with the New Netherland Project as editor, researcher, speaker and writer of grant proposals.

To take just the editing work: there are all sorts of challenges and problems. Some people did not write very well, and some wrote very badly. A petition written by someone who does not have occasion to write anything from one year to the next is usually not a well-written document. On the other end of the social scale, but no more readable, was Governor Sir Edmund Andros, who had the peculiar habit of writing with a blunt piece of lead, or maybe it was a musket ball, and sometimes he used some sort of a red crayon. It can take a couple of hours to figure out one sentence in his handwriting. Fortunately, he didn't write much. Paper being scarce and expensive, people tended to crowd their words together, and crowd the lines together, and then write between the lines, which is not helpful. There were no spelling rules back then — the first English dictionary did not come along until a century later, so most people had their own personal spelling rules, and some seemed to use no rules at all. One will often find the same word spelled three or four different ways on the same page. The reader doesn't always have much to go by when the handwriting is bad and the spelling is inconsistent.

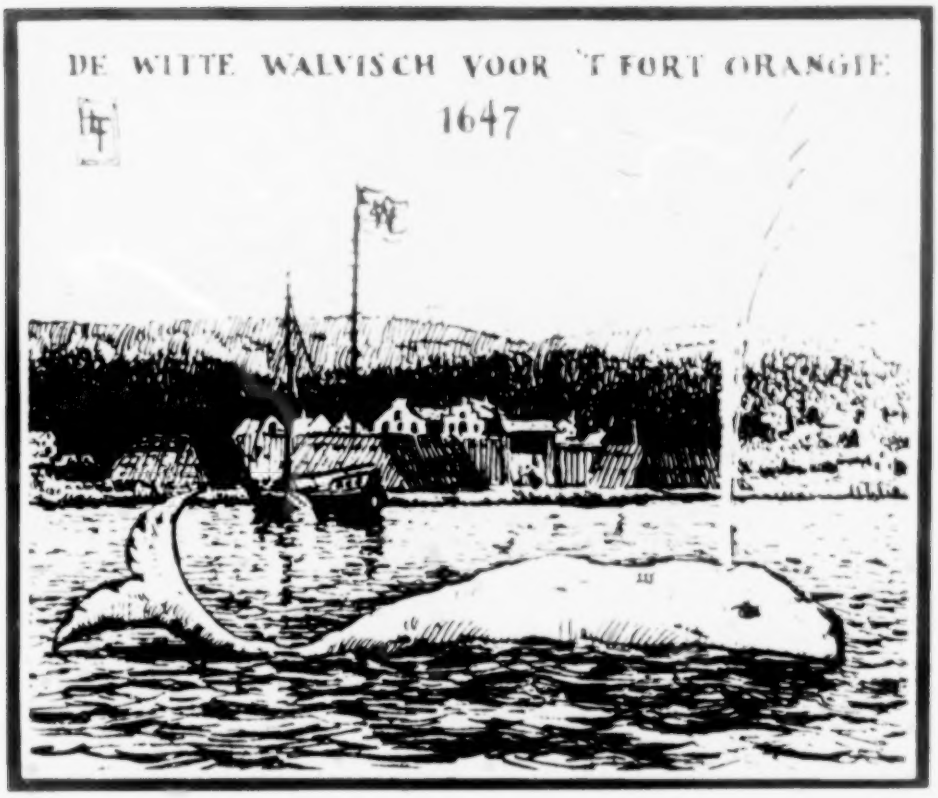
Further compounding the problems are various sorts of damage to the documents. At one time all the documents dealing with Indian land titles on Long Island were bundled together, and some thoughtless rodent ate a hole right through the middle of the bundle, so that all those documents are lacking a chunk right out of the center. A fire at the State Capitol in 1911 destroyed many pages of documents and singed the edges of many others. Often what remains is an oval, a page with the corners and edges burned away. This is a great problem in both the Dutch and early English records — it is not easy to translate a sentence with the subject missing, or the verb, or both.

Yet somehow the New Netherland Project has managed to overcome the obstacles and get the books published. So far, the Dutch and English record projects together have published 20 books in 18 years. The history of New Netherland, once a topic of no interest in the Netherlands, is becoming more and more popular among Dutch scholars, and several Dutch magazines, newspapers and radio and television stations have done articles and interviews on the project. The Project sponsors an annual conference in Albany called the Rensselaerswijck Seminar, a one-day affair usually held in September, which brings together professional and amateur scholars to present papers on various topics related to some unifying theme. The meetings are open to the public, and for the last few years the seminar papers have been published. Some of the topics have been early Albany, colonial education, crime and punishment and agriculture.

Four hundred years ago, Jeremias van Rensselaer published a little gossip sheet called the *New Netherland Marcurius* for the amusement of his friends. The Project has revived the *Marcurius* as an occasional news sheet where readers can find out what conferences and meetings are being held, what books and articles are being published, and it serves as a clearing house where scholars can list their particular interests and current research projects. This has been most useful in letting people know what research is going on, and is particularly valuable in letting people know about relevant work outside their own specialties. Thanks to the generosity of Andrew Hendricks, best known for getting the *Half Moon* replica built, an award of $1,000 for the best manuscript on New Netherland history is presented annually by the Friends of the New Netherland Project. All three winners of the award to date will soon be in print.

That, in brief, is what the New Netherland Project is

all about. This country had no translator of colonial Dutch records for 35 years, from the retirement of A.J.F. Van Laer in 1939 until Charles Gehring was hired in 1974. For many, this has been a really exciting project — a dream come true — and, despite the problems, just a whole lot of fun. The New Netherland Project is making a lasting contribution to American history, but its impact is only now beginning to be felt.



1990 RENSSELAERSWIJCK SEMINAR TO FOCUS ON "NEW NETHERLAND AND THE FRONTIER"

The theme of the New Netherland Project's 1990 Rensselaerswijck Seminar will be "New Netherland and the Frontier" as part of the year-long commemoration of the 300th anniversary of the Schenectady massacre. The annual seminar is scheduled for Saturday, September 22, 1990, in the Orientation Theater of the New York State Museum in Albany. The following speakers have been invited:

- Oliver Rink on "Frontier Theory"
- George Hamell on "Van Curler and Schenectady on the Frontier"
- William Starna on "The Iroquois Frontier"
- W.J. Eccles on the "Canadian French-Dutch Frontier"
- Charles Gehring on the "Delaware Frontier"

FRIENDS OF THE NEW NETHERLAND PROJECT

Chartered in 1986, the Friends of the New Netherland Project are interested in making the earliest documentary history of the Middle Colonies accessible by assuring the continuation of the New Netherland Project and its work. The Friends support this effort by:

- Promoting the Project through publicity
- Sponsoring events and activities featuring the Project
- Insuring the financial life of the Project and the attainment of its goals through fund-raising.

The Friends' Trustees also administer the Hendricks Manuscript Award, endowed in 1987 by Andrew Hendricks. The purpose of the award is to promote and stimulate research in New Netherland history by offering an annual $1,000 prize for the best published or unpublished, book-length manuscript relating to any aspect of the Dutch Colonial period in New Netherland.

As a Friend you will also:

- Receive a discount of 20 percent or more on all Project publications and other items
- Be invited to attend the Hendricks Manuscript Award Banquet and any other events
- Receive the New Netherland Project newsletter, *De Nieu Nederlanse Marcurius*.

To join, send annual dues of $25 to the Friends of the New Netherland Project, P.O. Box 2536 Empire Station, Albany, NY 12220-0536.

PUBLICATIONS OF THE NEW NETHERLAND PROJECT

Beginning in 1989, titles in both the Dutch and English manuscript series are being published by Syracuse University Press. Earlier volumes were issued by other publishers, but Syracuse has acquired the back stock of all volumes, except for five out-of-print titles (*Register of the Provincial Secretary, 1634-1660*, 3 vols.; *Council Minutes, 1638-1649*; and *Curaçao Papers*), which they plan to reissue in the near future.

The following books can now be ordered from Syracuse University Press, 1600 Jamesville Ave., Syracuse, NY 13244-5160.

The Andros Papers, 1674-1676, Florence A.W. Christoph and Peter R. Christoph, editors, 664 pages (1989), $75.00.

Administrative Papers of Governors Richard Nicholls and Francis Lovelace, 1664-1673, Peter R. Christoph, editor, 261 pages (1980), $30.00.

Books of General Entries of the Colony of New York, 1664-1673, Peter R. Christoph, editor, 602 pages (1982), $50.00.

Books of General Entries of the Colony of New York, 1674-1688, Peter R. Christoph, editor, 473 pages (1982), $45.00.

Council Minutes, 1652-1654, Charles T. Gehring, translator and editor, 255 pages (1983), $25.00.

Delaware Papers (Dutch Period), 1648-1664, Charles T. Gehring, translator and editor, 381 pages (1981), $40.00.

Delaware Papers (English Period), 1664-1682, Charles T. Gehring, editor, 395 pages (1977), $30.00.

Fort Orange Court Minutes, 1652-1660, Charles T. Gehring, translator and editor (1990), $75.00.

Kingston Papers, 1661-1675, (2 volumes), Dingman Versteeg, translator, Peter R. Christoph, Kenneth Scott and Kenn Stryker-Rodda, editors, 849 pages (1976), $60.00.

Land Papers, 1630-1664, Charles T. Gehring, editor, 141 pages (1980), $20.00.

Minutes of the Mayor's Court of New York, 1674-1675, Kenneth Scott, editor, 87 pages (1983), $15.00.

Old First Dutch Reformed Church of Brooklyn, New York, 1660-1752, Joseph A. van der Linde, translator and editor, 297 pages (1983), $30.00.

The Records of New Amsterdam, 1653-1674 (7 Volumes), Berthold Fernow, editor, 2,743 pages (1976), $195.00.

Records of the Court of Assizes for the Colony of New York, 1665-1682, Peter R. Christoph, editor, 322 pages (1983), $35.00.

The Register of Salomon Lachaire, Notary Public of New Amsterdam, 1661-1662, E.B. O'Callaghan, translator, Kenneth Scott and Kenn Stryker-Rodda, editors, 241 pages (1978), $25.00.

The following are works in progress:

The Andros Papers, 1677-1684 (forthcoming 1990)

The Andros Papers, 1679-1680 (forthcoming 1991)

Correspondence, 1646-1653 (forthcoming 1992)

Council Minutes, 1655-1656 (forthcoming 1991)

Council Minutes, 1668-1688 (forthcoming 1993)

Notarial Records of Beverwijck and Albany, 1654-1679 (forthcoming 1991)

Ordinances and Writs of Appeal, 1647-1674 (forthcoming 1990)

STATEWIDE AUTOMATION IN NEW YORK: 1985-1989

By Frederick E. Smith, Assistant in Library Services, Division of Library Development, New York State Library

Statewide automation developments administered through the New York State Library's Division of Library Development have been dramatic in the five-year period 1985-89. This half-decade produced a statewide automation plan, State funding for automation and provision of library automation in other aid programs. This article surveys these three developments. Further detail on the automation plan and automation accomplishments is found in articles in the Winter 1988 issue of *The Bookmark*, "Libraries and Technology," edited by S. Michael Malinconico.

BEFORE 1985

The origins of the statewide automation plan and State funding for automation are found in the 1978 New York State Governor's Conference on Libraries and the 1980-81 Commissioner's Committee on Statewide Library Development.[1] The Governor's Conference adopted resolution 6 urging the use of computer and telecommunications technologies to provide industry access to research resources and resolution 10 recommending State investment in research and development of technology for libraries.[2] The Commissioner's Committee emphasized that libraries and library systems must "adopt new technology and make organizational changes to improve access to information and meet today's user needs and priorities." The Committee recommended that the "State Library and library systems of all types should seek means to realize the maximum benefits of current technology for libraries" and made six overarching recommendations, including that the "State Library should develop and implement a statewide plan for library automation in consultation with the library community."[3] The Commissioner's Committee also recommended a competitive grant program for technological development[4] and aid for resource sharing, database development and technologies.[5]

The automation recommendations of the Commissioner's Committee led to two important results. First, the Regents included in their 1982 library legislative proposals for libraries a $2 million annual program for "statewide and regional bibliographic databases and related development to support interlibrary resource sharing."[6] No library legislation was enacted in 1982, but the databases program was part of the landmark library legislation of 1984. Second, work began on the development of a formal automation plan.

In 1981, State Librarian and Assistant Commissioner Joseph F. Shubert sent to "the library community and other interested persons" *A Library Automation Plan for New York State, Discussion Draft, June 10, 1981*.[7] He invited recipients to send comments and suggestions and comments on the draft by September to George Messmer, Assistant in Library Services, who had chaired the staff committee that developed the report. The 1981 document was followed by an August 1984 draft, *A Library Automation Plan for New York State: 1984* prepared "for discussion with system directors, automation planners, librarians and others in New York State concerned with library automation." The 1984 document noted:

> This is a library automation plan for New York State. It includes a blueprint for library automation directions and activities, expectations for coordinated development across the State and guidelines for disbursing State and Federal funds for computer applications, machine-readable databases and telecommunications as applied to library services within the State. This plan is part of an ongoing process; it responds to the automation portions of the Report of the Commissioner's Committee on Statewide Library Development (September 1981). An earlier draft automation plan was distributed in 1981; this document follows from and builds upon that plan."[8]

In October 1984, Roberta Cade, Director of the State Library's Division of Library Development, held a hearing in which the library community reacted to the draft and presented recommendations for automation planning. It was clear that key basic elements of the 1984 draft and the 1984 legislation were compatible. Also in October 1984, the U.S. Congress enacted the 1984 amendments to the Federal Library Services and Construction Act (LSCA), requiring a plan for resource sharing and use of technology. The statewide planning up to that point and the regional planning for the 1985-89 five-year period that was required provided the basis for the LSCA resource sharing plan. In March 1986, the Regents adopted as part of the LSCA long-range program for 1987-91 the following three-part program for automation:

- Continued development of the statewide database;
- A distributed network of linked systems encompass-

ing all of the bibliographic records in the State converted into machine-readable form; and

- A strong and formal automation consulting capability within the State Library.9

THE STATEWIDE AUTOMATION PLAN

Upon the action by the Regents, Ms. Cade appointed a 16-member Statewide Automation Committee broadly representative of automation concerns in all types and sizes of libraries. The Committee was asked to develop a plan for accomplishing the Regents automation program.

The Statewide Automation Committee met seven times over the course of a year. Working within the three-part program just described, Library Development staff developed questions at the outset as a starting point for addressing issues involved with the database, linking, and consulting and training. After reviewing substantial input from the field, the Statewide Automation Committee issued a plan in May 1987 under the title of *Libraries & Technology: A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State*.[10] The work of the Committee is described in the Winter 1988 issue of *The Bookmark*, in which Dinah Lindauer, Chair of the Statewide Automation Committee described the assumptions, principles, priorities and recommendations of the Committee.[11] The Committee made 20 strategic recommendations in *Libraries & Technology*, organized under four broad categories: General, Database, Linking, and Consulting and Training.

Libraries & Technology includes two primary themes. First, a statewide database can be distributed among several physical databases resident on a variety of computers. Second, access to these records is of ultimate importance, and the developing ISO/OSI protocols will be critical in terms of providing the most difficult level of access i.e., access among disparate computer systems using one set of protocols (usually those of the user's local system).

Ms. Lindauer and the Committee presented *Libraries & Technology* to the Commissioner of Education Thomas Sobol in a ceremony held in July 1987. In September, the report was discussed with librarians around the State in a teleconference that utilized the facilities of the nine public broadcasting stations in New York. Key State Library staff and Statewide Automation Committee members participated in the program.

Since *Libraries & Technology* is a strategic plan, further work was required to move it to the operational level. The plan, therefore, recommended the establishment of a Phase II Statewide Automation Committee and three Task Forces — Database Criteria, Telecommunications, and Linkage Standards — as the means to do this. Ms. Cade appointed these four groups in June 1987. The work of the Phase II Committee and Task Forces required two years, nearly 50 people, and 28 meetings before the operational plan was completed. The charge of each group was as follows:

1. The Phase II Committee was responsible for developing an overall plan to implement the 20 recommendations included in *Libraries & Technology*. The Committee's specific responsibilities fell into two categories:
   a. Working directly with the recommendations not assigned to the task forces; and
   b. Incorporating into the operational plan the proposals made by the task forces about the recommendations assigned to them.
2. The Database Criteria Task Force was responsible for considering those issues involved with the development of the statewide database, particularly as they pertain to applications for funding for conversion of records to machine-readable form. Toward this end, the Task Force was asked to develop appraisal criteria and procedures that should be used by the regions and the State to assess the likelihood of potential statewide use of resources as proposed in Recommendations 6 and 7 of *Libraries & Technology*. It was also responsible for Recommendation 8.
3. The Telecommunications Task Force was asked to address the need for cost-effective electronic transmission of interlibrary loan requests to remote databases. This Task Force, appointed as an outgrowth of Recommendation 2 in *Libraries & Technology*, was also asked to identify and evaluate the feasibility of using existing and planned telecommunications facilities within the State for all library networking purposes.
4. The Linkage Standards Task Force, which was assigned the responsibility of carrying out Recommendations 10 and 11, was asked to examine the issues involved once a user has effectively reached a remote database through a telecommunications network and wants to access and manipulate the records in that database. This task force was specifically asked to:
   a. Recommend standards and options necessary to ensure the exchange of information between and among computer systems;
   b. Develop models representing typical linking configurations to establish future compliance criteria;
   c. Recommend a series of pilot projects demon-

strating the feasibility of adherence to adopted standards; and

d. Develop strategies to allow the State Library to participate in and benefit from national efforts such as the Linked Systems Project.

In August 1989, the Phase II Committee issued *Technology & Access: The Electronic Doorway Library*, an operational plan incorporating the work of all four groups.[12] *Technology & Access* includes 18 recommendations that outline steps to implement the recommendations in *Libraries & Technology*. The recommendations are organized into four categories based upon whether they require new legislation, existing funding, changes to guidelines or regulations, or simply endorsement. (It should also be noted that two of the recommendations from *Libraries & Technology* were reconsidered).

Foremost among the recommendations in *Technology & Access* is Recommendation A2, which states that legislation be proposed to make it possible for any library in the State regardless of size or location to become an "Electronic Doorway" through which its users are able to obtain access to information statewide (and even beyond). All libraries in New York State — academic, school, public, and other — can become the Electronic Doorways through which all New Yorkers can reach the totality of information resources of the State.

Other recommendations in the report deal with: the establishment of a Biennial Review Committee for the Statewide Automation Plan; the establishment of ongoing advisory committees for telecommunications and linkage standards; legislation for advanced technology internships, continuing education, consulting and training, and an additional automation consultant for the Division of Library Development; the development of a strategic plan to determine the most effective telecommunications solutions to the needs of libraries on a statewide basis; the holding of a statewide conference to initiate the linkage standards education effort followed by regional programs and workshops; the development of a statewide plan for linkage standards compatibility between and among libraries, systems, and regions; and the conducting of one or more phased pilot projects for the purpose of investigating improved telecommunications options and establishing linkages among library computer systems.

Technology & Access was presented to Executive Deputy Commissioner Tom Sheldon at a ceremony held in October 1989. Later in October, the report was discussed at the New York Library Association Annual Conference at a program entitled "Libraries, Technology and Access: The Phase II Report."

The completion of *Technology & Access: The Electronic Doorway* Library marked the end of a three-year statewide automation planning process beginning in 1986 and ending in 1989. The 20 strategic recommendations included in *Libraries & Technology* and the 18 operational recommendations in *Technology & Access* together comprise the Statewide Automation Plan. These 38 recommendations provide the blueprint needed to make the best use of existing and future funding, and they also provide the foundation and benchmark for the reexamination of these recommendations in the years ahead by successive Biennial Review Committees.

Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program

The 1984 library legislation provided State funding for automation purposes for the first time by creating the Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program. As noted earlier, the 1984 legislation had been proposed by the Regents in 1982 (and again in 1983 and 1984). The 1984 law included the following three points:*

1. The commissioner may award annually from funds appropriated by the legislature a grant of not less than $80,000 nor more than $200,000 to the reference and research library resources system or public library system designated by cooperating systems to submit an acceptable plan for an automation program to support bibliographic control and interlibrary sharing of information resources in an area not less than that of a reference and research library resources system, provided, however, that the total of all such grants may not exceed $1.3 million.
2. To be eligible for a grant, a five-year plan for a regional library automation program together with an annual plan and budget shall be submitted by the reference and research library resources system or public library system acting as designated agent for the cooperating systems with the approval of all systems within the region. The five-year plan shall describe a comprehensive automation program, shall identify sources of program support in addition to the state aid funds requested, and shall designate an agent which is legally authorized to receive grant payments. The approval of five-year plans and determination of

*Language is quoted from McKinney's *Consolidated Laws of New York Annotated* with sums converted from words to figures.

annual grants shall be in accordance with regulations to be developed by the commissioner which shall establish standards relating to library automation, continuous development of the database, and updating, access and linking of the database program.

3. In accordance with regulations adopted by the commissioner, a public library system or reference and research library resources system acting as designated agent for the cooperating systems is authorized to enter into contracts with the state education department to provide cooperative services for the statewide database development, data communication and document delivery.

A half-year of funding was provided in 1984, and the first full year of funding began in 1985. The initial five-year plans covered the period 1985-89. Each region was authorized to use up to $25,000 to develop its plan. Five of the nine regions hired a consultant for this purpose. The remaining four regions either used someone locally or a committee to coordinate the development of the plan.

As noted under point (1) in the legislation, the annual amount awarded to a region was to range from $80,000 to $200,000. The exact amount was provided on a competitive basis. The decision as to the amount awarded to a region was made by Library Development staff.

In 1986, the Legislature amended the Regional Bibliographic Data Bases Program. This legislation also included three points as follows:*

1. The commissioner shall award annually to each of the nine reference and research library resources systems, from funds appropriated by the legislature, upon submission of an acceptable plan, a grant for an automation program (i) to support bibliographic control and interlibrary sharing of information resources in an area not less than that of a reference and research library resources system, and (ii) to coordinate and integrate the automated circulation system or systems of the component public library system or system, school library system or systems and other automated systems within the area of the reference and research library resources system. In the calendar year 1986, in addition to any grant made pursuant to chapter fifty-three of the laws of 1985 to each region in which a reference and research library resources system is located, the reference and research library resources system of such region shall be entitled to an amount equal to twenty-five percent of such grant. In calendar year 1987 and thereafter, each reference and research library resources system shall be entitled to a grant equal to the total 1986 calendar year grant to the region in which the reference and research library resources system is located.
2. In addition, the commissioner shall award a grant of $60,000 to each public library system which submits an acceptable plan for an automation program to support bibliographic control and interlibrary sharing of information resources of member libraries, and to coordinate and integrate the automated system or systems of such member libraries.
3. Additional grants, the sum of which shall not exceed $100,000 in any calendar year, shall be made to public library systems for automation programs on the basis of project proposals.

The key differences provided by the 1986 legislation in comparison with the 1984 legislation are as follows:

1. The amount of funding for the nine library regions was increased from $1.3 million to $1,625,000 (and that change took place immediately with the addition of 25 percent to the existing 1986 funding).
2. A new component of the program was established, providing $60,000 in annual funding to each of the 22 public library systems. In order to receive this funding, each public library system was required to submit a long-range plan, which would cover a period of four years (1986-89) for the initial plan and five years for each subsequent plan. In this way, the regional and public library system plans would be synchronized beginning in 1990.
3. The regional funding was to be administered by the reference and research library resources systems. No longer could public library systems be established as designated agents.
4. The 1984 requirement that both the reference and research library resources and public library systems "sign off" on the regional five-year and annual plans was outdated by the 1986 amendments and therefore was eliminated from Commissioner's Regulations. In place of this, the requirement for consultation by the public library systems (and other types of libraries in the region) on the regional plans and consultation by the reference and research library resources systems on the public library system plans was established.
5. The requirement for regional automation commit-

*Language is quoted from McKinney's *Consolidated Laws of New York Annotated* with sums and years converted from words to figures.

tees to be representative of all libraries in the region was formalized (many systems already worked with committees even though they weren't required), and the requirement for system automation committees to be representative of all libraries in the public library system was established.

6. The regional program no longer was competitive. The 1986 amendments fixed the annual payments to reference and research library systems, relating each to the 1985 award to that region. Basing future payments on the 1985 payments (which had been competitive) resulted in disparities among the nine regions. Payments in the new public library system annual program were uniform — $60,000 per system. However, the newly established $100,000 public library system discretionary grants referred to in point (3) of the 1986 amendments were established on a competitive basis with no one system to be awarded more than $25,000.

The Regents legislative proposals in 1987, 1988 and 1989 have recommended increases in the regional databases program funds, a more equitable basis for allocation of funds among regions, automation funds for school library systems and closer integration of automation funds with other system aid. For 1989/90, the Regents proposed a $3 million annual "comprehensive information database and delivery systems program" with an additional $2.2 million for automation as part of public library system aid and funds (up to 18 percent of school library system basic formula aid) for automation as part of school library system aid.[13]

Through the Regional Bibliographic Data Base and Interlibrary Resources Sharing Program New York State has provided more than $14 million over five and a half years to support automation programs throughout the State. Approximately two-thirds of these funds have been used to convert records of library materials into machine-readable form. As a result of this conversion effort, nearly 50 percent of the library records in the State are in machine-readable form as of the end of 1989. As the five-year period evolved, a gradually increasing percentage of the funding was used for access initiatives such as regional CD-ROM databases and OCLC Group Access. The use of the funding for these purposes reflect the two primary dimensions of the program as indicated by key words in the program title: databases *and* resource sharing. In other words, the primary objectives of the program are the development of the databases (the sum total of which add up to the statewide database) and access to the records in the statewide database for the purpose of resources sharing.

The statewide automation plan and the Regional Bibliographic Databases and Interlibrary Resources Sharing Program, both rooted in 1984, converge in 1990. The nine library regions and the public library systems have completed plans for the period 1990-94. (This time only four of the nine regions used outside consultants to coordinate the development of their plan, with the rest relying upon their regional automation committee for this purpose. The public library systems relied exclusively on system staff and system automation committees to develop their plans). Most or all of the recommendations in *Technology & Access* will be implemented during the life span of these plans. Through the statewide automation plan, and particularly the electronic doorway library recommendation, the trend toward increased funding for access, which began toward the end of the 1985-89 plans, will be continued. However, this change will be gradual and evolutionary rather than sudden or revolutionary.

LIBRARY AUTOMATION IN OTHER AID PROGRAMS

Before there was State funding for automation or a statewide automation plan, the sole source of automation funding for the libraries of the State through Library Development was LSCA. LSCA funds helped build a statewide union list of serials on OCLC, supported the Metropolitan Interlibrary Cooperative System (MILCS) at The New York Public Library and helped other public library systems initiate automation programs. With the advent of the Regional Bibliographic Data Bases Program in 1984, LSCA became a supplementary but still very important source of funding for automation. Currently, most LSCA funding for automation projects is provided through Title III, which supports interlibrary cooperation and resource sharing projects. Like the Regional Data Bases Program, the majority of Title III funding has been provided for conversion of records, but the process of gradually evolving toward more funding for access projects has also begun with the program.

The hospital library services program (begun under 1981 legislation and greatly expanded by the Legislature in 1984) and the public library systems services to correctional facilities program (initiated in 1984) also permit some funding to be used for automation purposes. A limited amount of funding from the hospital library services program is used in each region for automation activities, primarily conversion, interlibrary loan (DOCLINE and OCLC Group Access), and telefacsimile transmission. Some public library systems have found automation to be an appropriate means of carrying out the objectives of the correctional services program. In these instances, they have used

funds primarily for microcomputers, CD-ROM databases, and microcomputer-based circulation systems as a means of making materials accessible to inmates.

Two sources of funding that involve examination of applications by Library Development staff among others are Library Automation COSERs and special Legislative grants. COSERs are *co*operative *ser*vices agreements between two or more member school districts of a BOCES (Board of Cooperative Educational Services). Under certain conditions, the districts participating in a COSER receive State aid for the cooperative program. COSERs became a source of funding for library automation purposes within the last year. School libraries now have the opportunity of using a COSER to work with other districts and their school library system to meet their own needs and at the same time help develop the system's database for resource sharing. One COSER has been fully approved to date as a pilot project. This pilot includes funding for record conversion and four micro-based local systems to be connected with a local area network (LAN).

Special Legislative grants (or "member items") in some cases provide funds for some library automation projects. Most of these grants are for small projects (e.g., one or two microcomputers to serve either standalone or networking purposes or both), although a few have funded considerably larger projects such as multiple CD-ROM readers and even a mini-based circulation system.

An increasingly important source of funding for automation that needs to be mentioned is formula (basic system) aid. In *Libraries & Technology* the Statewide Automation Committee said:

> The State's financial assistance, within priorities outlined later in the plan, will emphasize continued development of the database, linking of systems, transferability of systems and data, and interlibrary resources sharing. Costs of ongoing automation operations should be budgeted by each library or library system from its own funding sources, and should be supplemented by State and LSCA funding within the context of the following plan, as in the Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program."[14]

Although we await Legislative action to provide additional funds for school library systems, automation activities proposed in the three-year plans of service submitted by the school library systems fall under the same section of Commissioner's Regulations as the Regional Bibliographic Data Bases Program. Therefore, these plans are reviewed for automation as well as for general purposes. In fact, automation activities funded by formula aid in any system may be reviewed to make sure that automated services are coordinated within a system regardless of the source of funding.

CONCLUSION: TOWARD "THE ELECTRONIC DOORWAY"

Automation emerged as a factor in libraries some 25 years ago. Since then, automation in and among libraries has assumed increasing importance. The New York State Library's Division of Library Development began to provide LSCA funding to the libraries of the State as a part of this process. The five-year period 1985-89 has seen major contributions to continued progress: the statewide automation plan was developed, State funding was provided specifically for automation for the first time, and other programs became sources of funding for library automation. These three developments provide the basis for a new depth of service in all types of libraries. The work underway can make any library in the State an electronic doorway to the full information resources of the State, using advanced technology to deliver information to its users either at the library or in their homes or places of work; this will result in increasingly effective and widespread resource sharing, which will benefit users of all types of libraries throughout the remainder of this century and into the next!

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[2] *Meeting Information Needs of the 80's, Report of the Commissioner's Committee on Statewide Library Development*, Albany, The State Education Department, 1981. p. vi.

[3] *Ibid.* p. 3.

[4] *Ibid.* p. 3.

[5] *Ibid.* p. 8.

[6] *Fact Book on the Board of Regents 1982 Legislative Program for Libraries*, Albany, The State Education Department, 1982. pp. 4-5.

[7] *A Library Automation Plan for New York State, Discussion Draft, June 10, 1981*, Albany, The State Education Department, 1981. cover p.

[8] *A Library Automation Plan for New York State: 1984, Draft, August 1984*, Albany, The State Education Department, 1984. p. 1.

[9] "Library Resources Sharing in New York State and Technological Change" in *Library Service to the People of New York State, A Long-Range Program, October 1, 1986 — September 30, 1991*, Albany, The State Education Department, 1986. pp. 26-34.

[10] *Libraries & Technology: A Strategic Plan for the Use*

of Advanced Technologies for Library Resource Sharing in New York State, prepared by the Statewide Automation Committee, Albany, The State Education Department, 1986. 20p.

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[12] *Fact Book on the Board of Regents 1989 Legislative Program for Libraries*, Albany, The State Education Department, 1989. pp. 20-21 and 34-40.

[13] *Technology & Access: The Electronic Doorway Library*, prepared by the Phase II Statewide Automation Committee, Albany, The State Education Department, 1989. 38p.

[14] *Libraries & Technology...*, p. 11.

INFORMATION SCIENCE PIONEER HEADS NEW ALBANY PROGRAM

Thomas J. Galvin will join the faculty of Rockefeller College of the University at Albany in September 1989 as professor and director of a new interdisciplinary doctoral program in information science. He comes to Albany from Chicago, where he has been Executive Director of the American Library Association since 1985. Before that he was Dean and Professor in the School of Library and Information Science at the University of Pittsburgh.

The appointment of Galvin, recently named one of 16 "field-wide leaders" in a national study of the information sciences and library profession conducted at Rutgers University, was announced by University at Albany President Vincent O'Leary. "Professor Galvin's appointment to head the new Ph.D. program in Information Science is a major accomplishment of the Graduate Education and Research Initiative," O'Leary said, crediting Governor Cuomo, the Legislature and Chancellor Johnstone for the Graduate Research Initiative program.

According to Galvin, the new doctoral program has the "potential for national and international distinction." Albany, he said, "has impressive faculty strength in both theoretical and applied information studies and a unique focus on the public sector as an arena for applied problem-centered research." The new Ph.D. program will involve collaboration among several academic units, including Business Administration, Communication, Computer Science, Information Science and Policy and Public Administration. The first students are expected to enroll in the fall of 1990.

Dr. Galvin graduated with distinction in the field of English from Columbia College of Columbia University in 1954. He earned his master's in Library Science from Simmons College in Boston and his Ph.D. in Library and Information Science at Case Western Reserve University. Among his many honors, Galvin and coauthor Allen Kent received the 1979 American Society for Information Science Award for his book, *Structure and Governance of Library Networks: Issues for Consideration*. He was named Distinguished Alumnus of Case Western Reserve University in 1979 and the Distinguished Service Award from the Pennsylvania Library Asso-

JOHN AMES HUMPHRY
STATE LIBRARIAN 1967-1977

John Humphry, 1964

John Ames Humphry, former New York State Librarian and Assistant Commissioner for Libraries, died August 12, 1989. John was State Librarian from 1967 until his retirement in 1977, whereupon he became Executive Director of Forest Press in Albany. He retired from that position in 1985.

He was a native of Springfield, MA, and graduated from Harvard College and the Columbia University School of Library Service. Before World War II he worked at Widener Library at Harvard University. During the war he was a consultant for the U.S. Office of Scientific Research and Development for the Massachusetts Institute of Technology until he was assigned to do naval intelligence work for the Chief of Naval Operations in Washington, DC. Later, he served, successively, as director of the Springfield [MA] Public Library and the Brooklyn Public Library.

As State Librarian he led the planning for the State Library's occupancy in the Cultural Education Center and was an articulate spokesperson for library resource sharing, regional cooperation and service to all people. John was a leader in the organization of the Chief Officers of State Library Agencies and the various ALA units that preceded the ALA division now known as the Association of Cooperative and Specialized Library Agencies. He was a member of the Board of Directors of the Council on Library Resources. He was a consultant to many libraries and wrote in the fields of library administration and library cooperation. He and his brother James were authors of reports on several statewide and regional planning projects.

As Executive Director of Forest Press he was instrumental in advancing the use of the Dewey Decimal Classification throughout the world. The 20th edition, published early in 1989, is dedicated to him. In addition to many other honors accorded John, in 1987 the American Library Association and Forest Press established the John Ames Humphry/Forest Press Award for achievement in international librarianship. We will miss him much.

GRETCHEN K. SCHENK

Gretchen K. Schenk, 1946

Gretchen Knief Schenk, an internationally recognized consultant on library extension services, died May 15, 1989. Mrs. Schenk, who was 87, lived in Summerdale, AL. Her chief connection with libraries in New York State was as a member of team engaged by the State Education Department Division of Research that produced a 1949 report, *Development of Library Services in New York State*. In addition, her publications and a column in the *Wilson Library Bulletin* influenced librarians in New York and the nation at a time when the New York public library systems program and the Library Services Act had profound impact upon public libraries in rural areas.

Mrs. Schenk was a native of Milwaukee. She earned her bachelor's degree at the University of California at Los Angeles and graduated from the University of Illinois Library School in 1930. Early in her career she held a number of processional positions in Wisconsin and California. While she was director of the Kern County Public Library in Bakersfield, CA (from 1937-42), *The Grapes of Wrath* was published and the library felt the wrath of local officials. She went to become State Librarian of Washington State, 1942-45. She began her consultant work after her marriage and move to Alabama, and she was engaged in the New York study from 1947-49. In addition to her work in New York she directed library surveys in Mississippi, Missouri, Nevada, Illinois, Arkansas and Texas.

Schenk was a persuasive advocate of bookmobile service and was the author of *County and Regional Library Development*, published by the American Library Association in 1954. From 1946 through October 1967 she wrote a column on library extension in the *Wilson Library Bulletin*. The bookmobile drawing that appeared with her first column in September 1946 appears on this page.

The New York study of which Mrs. Schenk was a part was asked to determine "the extent to which public libraries are meeting the needs of the people of New York and then to make suggestions for improving and extending library service to fulfill these needs." The study, which extended over a period of years, was closely related to developments at the time, including those in 1948 in which the Regents, the Governor and the Legislature agreed upon an experimental program of regional library service. This experiment was the Watertown Regional Library Center, the precursor of today's cooperative public library systems.

IMPROVING ACCESS TO GOVERNMENT INFORMATION: THE NEW YORK STATE DOCUMENT DEPOSITORY PROGRAM

By Mary Redmond, Principal Librarian for Legislative and Governmental Services, New York State Library

New York State government agencies publish thousands of documents each year. In these publications, readers can locate current and historical information about New York State, its resources, its problems and its people. Legal materials, directories, statistical compilations, consumer and recreational brochures, maps and reports are just some of the kinds of documents produced by New York State government.

On January 1, 1989, the New York State Library implemented a redesigned New York State Document Depository Library Program for making these publications easily accessible. In its administration of the program, the State Library receives copies of publications produced by the Legislature and State agencies and disseminates these materials to a network of over 300 libraries throughout New York. Libraries selected to receive documents are chosen on the basis of location and for their ability to maintain a documents collection and to make it available to the public.

One of the main goals of the program is to deposit collections where citizens may freely consult publications produced by their State government. Another goal is to increase public awareness of these materials. An even more fundamental underlying goal is to create a system in which any library can serve as a source of information about New York State government documents and can knowledgeably refer clients to institutions with more extensive holdings. With these goals in mind, program redesigners provided for four levels of participation in the New York State Document Depository Program:

- *New York State Documents Information and Access Centers* have finding aids to help locate needed documents. They also refer clients to other depository libraries with more extensive document collections. There are over 160 Information and Access Centers in New York State.

New York State Documents Reference Centers have a core collection of reference tools with information to answer frequently asked questions. Materials include State laws, regulations, statistics and directories. There are 100 Reference Centers in New York State.

- *New York State Documents Depository Libraries* receive a wide variety of documents in paper. Their collections include annual reports, special studies of issues by the Legislature and State agencies, consumer information and other records of governmental activities. There are 20 Documents Depository Libraries in New York State.
- *New York State Documents Research Depository Libraries* will have an extensive collection of documents on microfiche. They receive everything (excluding copyrighted material) that the State Library gets from issuing agencies. Over 2,000 documents per year will be available in this format. There are 20 Documents Research Depository Libraries in New York State.

BACKGROUND OF THE PROGRAM

The 1989 New York State Document Depository Program is a redesign of a system that had been in place since 1955. In that year, the Legislature enacted a law requiring State agencies to provide the State Library with 200 copies of their publications.[1] The State Library distributed this material to 98 in-state depositories and to a similar number of institutions outside of New York.

By the mid-1980s, it was evident that the existing program was not meeting the public's information needs. Some of the problems included:

- Receipt of insufficient numbers of publications
- Inability to accommodate requests for additional depository library designations;
- Complicated administrative structure of full and selective depository library status that was difficult to keep up to date;
- Lack of regular communication with depository members to ensure understanding of and compliance with program requirements.

To deal with this situation, the State Library contracted with the New York Library Association's Government Documents Roundtable (NYLA/GODORT) to study the program in light of new technologies, program changes at the depository library, the existing library systems and their document delivery capabilities, the efforts to reduce the cost of State government and the limited resources of the State Library.

The Task Force that NYLA/GODORT created for this purpose consisted of eight members representing

both depository and nondepository libraries. Gregory P. Ames, University of Rochester, served as Task Force Chair. Other members were Suzanne Ayer, Albany Law School; Donna Burton, Union College; Diane Clark, SUNY at Oneonta; Edward Herman, SUNY at Buffalo; George LoPresti, SUNY at Farmingdale; Karen Smith, SUNY at Buffalo and NYLA/GODORT President; and Donald Voorhees, Corning Community College. Mary Redmond and Henry Ilnicki served as New York State Library liaisons.

In its September 1986 report to the State Library, the NYLA/GODORT Task Force on the New York State Depository Program recommended:

1. That the State Library redesign the New York State Document Depository Program, resulting in the formation of
   - A simplified, more efficiently administered depository program at the State level;
   - A system that maximizes reference and research library resource council interlibrary loan capability;
   - A more inclusive depository program in terms of quantity of documents;
   - A more effective depository program that combines fewer, but more comprehensive depositories, with improved referral and access capability statewide.
2. That NYLA/GODORT establish a permanent NYLA/GODORT Committee on New York State Government Documents to
   - Ensure depository program effectiveness;
   - Provide communication links between depository librarians and the State Library;
   - Make recommendations on the conduct of the program;
   - Help secure implementation of other Task Force recommendations.[2]

The State Library accepted the Task Force recommendations and requested NYLA/GODORT to appoint the standing committee. This committee consisted of ten members, one from each of the nine reference and research library resources councils, plus a Chair. Members were Donna Burton, Union College (Capital District); Jeannette Smithee, Central New York Library Resources Council (Central); Masako Yukawa, Long Island University, C.W. Post Campus (Long Island); Nancy Macomber, Queens College (METRO); Nancy Eldblom, SUNY at Potsdam (North Country); Claire Tuttle, Rochester Public Library (Rochester); Donald Voorhees, Corning Community College (South Central); Kathleen Connors, Thrall Library, Middletown (Southeastern); and Edward Herman, SUNY at Buffalo (Western). Karen Smith, SUNY at Buffalo and Past NYLA/GODORT President, was the Chair.

The Committee refined details of program redesign throughout 1987. In the summer of 1988, the State Library completed a massive mailing to about 1500 libraries in New York State describing the redesigned program and soliciting applications for participation. With the valuable assistance of the reference and research library resources systems, which created screening committees to review applications, the participants of the new program were in place on January 1, 1989.

FUTURE PLANS FOR THE DEPOSITORY PROGRAM

Improvement of the New York State Document Depository Program has not ended with program redesign and participant selection. The State Library and the NYLA/GODORT Committee on New York State Government Documents are continuing their work on improving public access to government information. Some of their projects include:

- **Regular communication with depository libraries**. Under terms of the program, each library designates a contact person who is responsible for receiving communications and responding to surveys conducted by the State Library. The State Library communicates with these contact persons on program implementation through memoranda and announcements.
- **Written guidelines for depository library participation**. Thanks to the NYLA/GODORT Committee, several titles will be available to aid depository library participants. Nancy Macomber of Queens College, with the help of a committee of authors, is editing the *New York State Document Depository Manual*. This title contains full descriptions of each depository type, expectations, responsibilities, procedures and other useful information. Another Committee member, Nancy Eldblom of SUNY Potsdam, has compiled the *Preliminary List of Classes of New York State Government Documents Arranged by Issuing Agency*. This is particularly useful to depositories that use the New York State Library Classification System for New York State Documents.
- **Redesign of *A Checklist of Official Publications of the State of New York***. The State Library has published this monthly list of documents cataloged by the State Library during the month of issuance since 1947. The list is now coded to show for each title which level of depository library has received the material.

- **Improved bibliographic control**. Since 1987 (prior to depository program redesign), the New York Government Document Classification number has been displayed in the local call number field on the OCLC bibliographic utility. This information is thus available to any library wishing to use the classification system.[3]
- **Better publicity and user education**. A depository logo, consisting of an open book superimposed on the outline of New York State, symbolizes access to information produced by the government. Depository libraries have received supplies of window decals with the logo so that any client immediately knows the institution is a program participant. There will also be a series of publicity materials for distribution to the public. Brochures with a program explanation and participant listing, as well as bookmarks with the program logo, are being prepared.

Long-range future goals include continued dialog with State agencies to increase program awareness and support, investigation of the possibility of legislative authorization for the program, a statewide meeting to celebrate the first year of program operation and the inclusion of information in electronic format in the program.

CONCLUSION

The revised New York State Government Document Depository Program goes into operation with high expectations from program redesigners, administrators and documents librarians around the State. Already it has been possible to open up participation to a far greater number of libraries than would be accommodated under the previous system (three times as many, to be exact). As the program goes into effect, there will be careful monitoring to ensure smooth operation for improved public access to New York State government information.

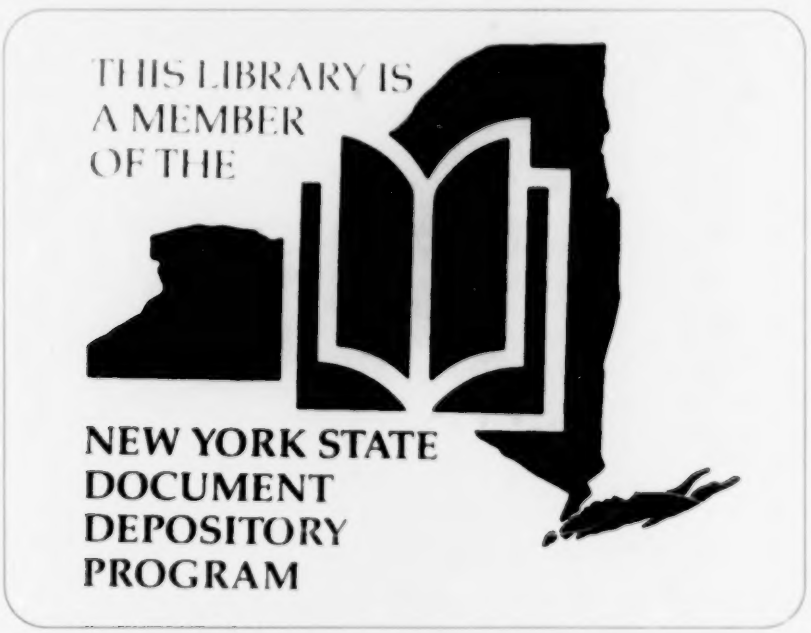
At present, there are vacancies in the Information and Access Center category. Participation at this level is open to any institution upon application. Interested libraries may request further information and application forms from the New York State Library, Legislative/Governmental Services, New York State Document Depository Program, Cultural Education Center, Albany, New York 12230.

NOTES

[1] New York State Printing and Public Documents Law, Section 6, Subdivision 3.

[2] New York State Library Association/Government Documents Roundtable, Task Force on the New York State Depository Program, Report and Recommendations to the State Library, September 1986, p.6.

[3] For a description of the New York State Library classification system for New York State documents, See New York State Documents: An Introductory Manual by Dorothy Butch (Albany: New York State Library Bibliography Bulletin 89, 1987), pp.116-120.



The New York State
LIBRARY

1989

The New York State Library is part of the State Education Department's Office of Cultural Education. It serves the government and people of the State through two major divisions:

- *the Research Library Division, one of the 100 largest research libraries in the nation, and*
- *the Library Development Division, for the planning, coordination and improvement of library systems and services — the most comprehensive library development program in the nation.*

GOVERNMENT USES INFORMATION

About half of the people who regularly come into the New York State Library are State workers who use the Library for information they need in making decisions, preparing reports and conducting research. Agency staffs use information from the Library regularly because information is more important to good government than ever before.

Many government information seekers use the Library without ever coming into the Library itself — through microcomputer access, at other service points, and by phone or messenger. Still others use information packaged and distributed by Library staff who anticipate information needs. The Library's online catalog is available in each Senate and Assembly office, in special libraries operated by State agencies, and to many others with microcomputers. Users can search the Library's computer files by topic as well as by author and title without entering the Library.

State Library service points in the Legislative Office Building, the Education Building and at the Department of Labor Library at the Governor Averell Harriman State Office Campus provide information and also serve as look-up and delivery points for Library materials.

Lee Stanton, Principal Librarian for Reference Services, estimates that about 75 percent of the 76,000 reference questions answered this year came to Library staff by phone. Many reference questions lead to the loan of a book or article, or to copying pages from statistical or other reports. The Library maintains a center at which messengers from various State offices pick up material that Library staff have collected in response to a question or request.

According to Stanton, telefacsimile is now used to send materials to other State agency libraries and it will be used increasingly to respond to phone requests. The Library also turns to other libraries: This year the Library obtained 2,274 interlibrary loans for State government users from libraries throughout the United States and other countries.

This year Legislative and Governmental Services staff, headed by Mary Redmond, Principal Librarian, compiled eight

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The University of the State of New York
The State Education Department

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issues of *Legislative Trends*, a listing of recent acquisitions of particular interest to the Legislature and the State government, and published bibliographies on such important topics as DNA fingerprinting, stress in the workplace, video display terminals and worker health. They also conducted tours and training sessions for 279 government users and worked with librarians and information specialists in 30 State agencies in automation planning and cooperation between the State Library and special libraries in State government agencies. They sponsored seminars on researching United Nations documents, business trends and forecasts in New York State, and local laws.

- **A State Department of Transportation attorney needed information about safety standards for industrial forklifts for a case pending in the State Supreme Court. A reference librarian provided the American National Standard Institute (ANSI) standard from the State Library's large collection of standards, enabling the attorney to respond promptly to affidavits in a case involving a time-sensitive $11 million construction project in New York City.**

- **When a State Department of Taxation and Finance official phoned for urgently needed figures comparing revenues from sales tax, individual income tax and corporate income tax in each of the Middle Atlantic states, a reference librarian quickly identified a source by searching the *American Statistics Index*. The information was located in the *Quarterly Summary of Federal, State, and Local Tax Revenue*, published by the U.S. Bureau of the Census. The State Library receives all United States government depository documents and maintains them for reference and public use.**

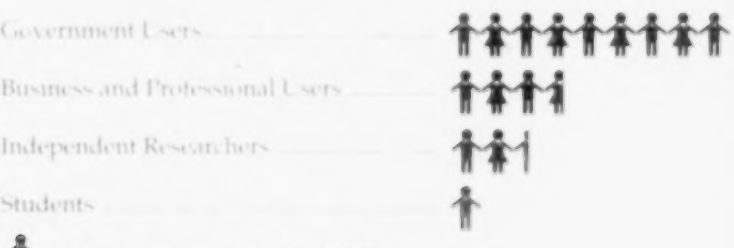
- **A Legislative commission needed information on specific hazardous chemicals for use at a hearing the next day. Using the State Library's newly established Electronic Reference Station, a Commission staffer searched databases on CD-ROM to locate articles in newspapers, technical reports and legal periodicals. He obtained the materials from the stacks and copied them for use at the hearing.**

Reorganization This Year

Most reference requests, whether received by phone or at the Library's reference desk, are answered on the spot by a team of experienced librarians who know the massive collections of the State Library. This year the Library completed a reorganization of reference services, collections and staff. The reorganization began in 1986 with a comprehensive study of public services. Staff looked at user needs and patterns, changes driven by computer and telecommunications technology, reduced staffing and the most effective use of Library space. According to Jerome Yavarkovsky, Director, all Library operations are important to reference service, and staff at all levels joined in planning and carrying out the reorganization.

The reorganization required moving nearly 225,000 volumes, consolidating five separate reference desks into one, integrating computer-based services and providing training for staff who faced new responsibilities. Faculty from the University at Albany School of Information Science and Policy provided a 32-hour course and helped staff prepare to serve users with a new arrangement of books, reading areas, and an electronic reference station.

WHO COMES TO THE STATE LIBRARY?



Source: Lipetz study, 1988

Independent Researchers Use The State Library

The collections assembled for State government are also important to the people of the State. Scholars, business and professional people, students, and the "average citizen" use their State Library. About one-fourth of the on-site users are business people, and one-fifth are university students, professional people or individuals pursuing some kind of lifelong learning.

More important to people who begin their research in their local library is the State Library's New York State Interlibrary Loan (NYSILL) network. The network of library systems provides about 19 million interlibrary loans each year, most from within 25 miles of the users, but materials not available from within the region are provided by the State Library and 10 other resource libraries. This year the State Library provided more than 10,000 books, microforms or photocopies to people who could not find all they needed in their local or neighboring libraries. In addition, the NYSILL network obtained materials from out-of-state, including copies of journal articles from University Microfilms Clearing House in Michigan and other materials from the Library of Congress.

Fifty-six systems and libraries have direct access to the Library's online catalog and can use ExpressILL telecommunications to place their interlibrary loan request by microcomputer. This year, about a third of these centers used ExpressILL, and the Library staff was able to give "same day" service on these requests. Overall, Library staff provided 98 percent of the interlibrary loans within three days.

ANSWERS SHARED

Reference librarians answer questions for anyone, although priority is given to those asked by State government and legislative offices. People who ask questions and do research also share the results of their work:

- A history professor at the State University of New York at Oneonta found the State Library's collections invaluable for his research on the history of legal relations between Native Americans and the State of New York. His search of the Library's comprehensive collection of New York State publications yielded an 1890 Legislative document with over 500 pages of testimony before the Senate Committee on Indian Affairs. He also searched successfully the State Library's collection of the *Session Laws of New York State* to identify all State legislation ever in effect regarding Native Americans. He will publish a book useful to historians, attorneys and others.
- A musicologist working on his doctoral thesis examined thousands of musical scores owned by the State Library for his research on 19th century musical life in the Hudson Valley. To document the cultural climate of the area, he used the State Library's collection of 19th century newspapers, city directories and college catalogs. He produced two important byproducts of his research: a database that now provides subject access to the musical scores collection and a December public concert featuring music and songs representative of the antebellum era in the Hudson Valley region.

Services Start With A Strong Collection

"The Library's two million-volume book collection and millions of other documents, manuscripts and reports are the foundation for all our service," says Jerome Yavarkovsky. "The continued growth of the collection and coordination with the collecting policies of other libraries makes it possible for us to offer superior library service." According to Yavarkovsky, computer technology and the electronic exchange of online catalogs is an important part of maintaining and sharing collections.

This year the Library added 13,815 books to its collection, nearly 3,300 fewer than it did in 1986/87, largely because of the steadily increasing costs of books and journals. Because many information needs are met by consulting journals and weekly publications, the

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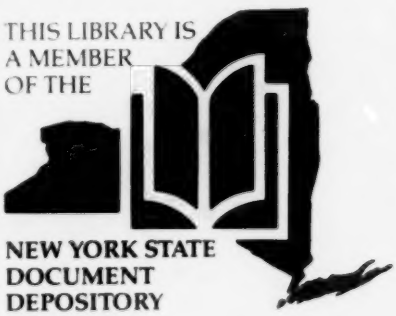
1989: THE LIBRARY'S YEAR IN NUMBERS

75,624	reference questions answered
704,677	items added to the collections: books, maps, journals, gifts and microforms
22,904	titles cataloged
54,217	Federal and State documents received in paper form
129,661	New York State documents distributed to the State Depository libraries
22,076	journal subscriptions in the computerized serials database
147,403	journal issues checked in
91,507	items retrieved from the stacks
42,984	items circulated
87,526	interlibrary loan requests processed
146,000	patrons visited the Library, and 3,000 persons used the Legislative or State Office Campus service points
585,118	talking books and braille books loaned by the Library for the Blind and Visually Handicapped

Library maintains subscriptions to 22,076 serials (more than half of these are provided by gift or exchange with other states and libraries). Library staff checked in 147,403 issues this year and cataloged 19,234 books.

According to Van Judd, Principal Librarian for Collection Management/Network Services, management of the collections determines how well users are served. Key elements in managing a collection of over 5.5 million items include prompt and accurate shelving and retrieval of materials, inventorying, preservation of deteriorating materials and loan services. A multiyear inventory project helps ensure that books will be available when needed. This year, staff inventoried shelves holding more than 307,000 volumes — making sure the items are properly marked, cataloged, shelved and ready for use.

GOVERNMENT INFORMATION FOR ALL



People seeking information about New York State government value a new emblem showing an open document superimposed on a map of the Empire State. This design marks availability of government publications in libraries. In January, the State Library launched a new system for making information about documents, and the documents themselves available throughout the State.

With the help of the New York Library Association Government Documents Round Table, staff redesigned the State's documents depository system to make more documents available to more people. All State documents are being reproduced in a monthly microfiche edition so that libraries can give their users access to comprehensive collections of documents. Some 300 libraries in all parts of the State are cooperating with the State Library in making New York State documents available to the public.

The State is a major publisher. In 1988/89 Library staff listed 1,732 titles in the *Checklist of Official Publications of the State of New York* and the Library distributed nearly 130,000 documents to other libraries. The State Library's monthly *Checklist* shows where documents are available. According to Mary Redmond, Principal Librarian for Legislative and Governmental Services, "Government information is so important to so many people that we would like **every** Library to be a document information and access center." The microfiche edition makes it possible for anyone, or a library of any size, to obtain government documents quickly and inexpensively, but people need to know what is available. "A librarian with the *Checklist* and the microfiche edition has a powerful information base," says Jerome Yavarkovsky, Director of the State Library. He adds that the *Checklist* and the interlibrary loan system makes it possible for even the smallest library to get State government information.

The Library for the Blind and Visually Handicapped

(LBVH) serves children as well as adults. This year the Library served 828 schools and mailed materials to the homes of 738 children. To make services available to more children who need them, the Library sends *School News* with information and resources for classroom use to some 900 schools. The LBVH provided talking books and braille to public libraries so that visually handicapped children could participate in summer reading programs. LBVH materials include popular children's books; some are printed books with braille insertions, so that a person who is blind can read to a sighted child.

Most of the people who use the LBVH, however, are over age 60 and live at home. They borrow the same best sellers and variety of books as public library users. This year the LBVH loaned 585,000 books to 22,372 readers throughout the State. The Library also loans materials to 1,240 braille readers. According to the Library of Congress, the LBVH and the Texas State Library (which also has 1,240 readers) have more braille users than any other regional library in the nation. Recent titles on braille include *Lake Wobegon Days*, *Caddie Woodlawn* and the *Weight Watchers Quick and Easy Menu Cookbook*. People who have visual impairments at an early age learn braille. Using braille enables them to learn to spell and write, as well as to read.

MILLIONS USE LIBRARIES IN NEW YORK STATE

Millions of people in New York State this year used libraries for information, learning and recreation. Some had very practical objectives, such as preparing for a job interview, or finding out how to repair an automobile or appliance. Others used their libraries to learn about themselves and other people, whether by reading history, travel, or psychology. Some used libraries to obtain information they needed for business or professional study — or to learn to read or improve their command of English or a foreign language. While some students used the library for a "term paper," more used it as they pursued some kind of independent learning.

Libraries are centers for lifelong learning. Public libraries in New York State this year loaned more than 104 million books to people of all ages and answered nearly 15 million reference questions. They tailored their services to the needs of the people in their community — providing books in foreign languages or in large print for people with failing eyesight, helping people practice basic reading skills, and helping others pursue advanced study.

Other libraries served more than a million college students and faculty, 3.1 million elementary and secondary school children, and thousands of research and business personnel in corporations and government offices.

The State Library's Division of Library Development plans, develops and coordinates library services and systems statewide. The division staff provide leadership and support for the State's library development program, administer State and Federal aid and the State regulations governing libraries, and provide technical assistance.

Much of the staff's work is with the 22 public library systems, the 46 school library systems, and the 9

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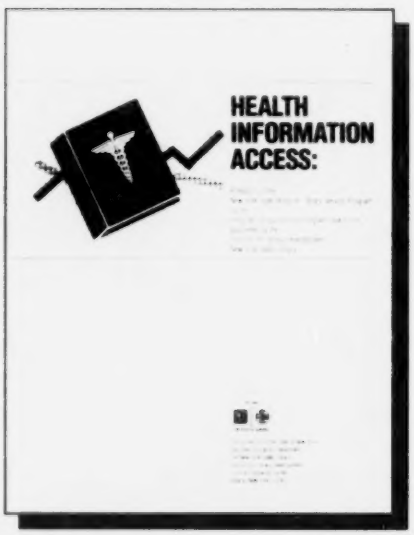
WHAT MAKES A GOOD PUBLIC LIBRARY?

Do you ever ask yourself if the service you receive from your local public library is really good enough? Do you find the books and other materials you need are readily available? Is the staff knowledgeable, and do they answer your questions promptly and accurately? Is the library open enough hours during evenings and weekends so you can get there when it's convenient for you? Is the facility pleasant, comfortable and accessible?

The question of "How good is good enough" is one that members of a committee appointed by the Regents Advisory Council on Libraries and the Division of Library Development wrestled with in 1987 and 1988. This committee, constituted after discussion with the Regents Cultural Education Committee in May 1987, had the tough charge to update minimum standards for public libraries, last revised in 1950.

The committee produced two drafts and circulated them to 4,000 people throughout New York State before making its recommendations in late summer 1988. They recommended 10 standards dealing with such basics as board responsibility for library policies and long-range planning, the need for libraries to be accessible to individuals with disabilities, and equipment needed by a library to serve children and adults. In January the Regents voted to endorse five of the committee's recommendations for inclusion in updated standards.

Library Development Accomplishments Have Far-Reaching Impact



When a group of health science librarians, hospital administrators and others concerned with the quality of hospital library service in 1982 set out to develop a *Manual for Assessing the Quality of Health Science Libraries in Hospitals* as part of the newly authorized program to bring rural hospitals into library resource sharing systems, they did not realize how far-reaching their work would be. People in New York State have used the manual as they improved hospital libraries and it has been cited and adapted by other states and countries.

This year, U.S. Veterans Hospitals obtained permission to reproduce the assessment forms in the manual, and the Hospital Libraries Task Force of the Canadian Health Libraries Association incorporated parts of the manual in its new *Standards for Canadian Health Care Facility Libraries; Qualitative and Quantitative Guidelines for Assessment*.

The hospital library service program has expanded considerably since 1982 and now includes both rural and urban hospitals. Health care professionals in these facilities have broader and more rapid access to regional, statewide and national information resources — the ultimate beneficiary is the New York State citizen in need of health care.

In June 1988, Roberta Cade, Director of the Division of Library Development, convened a task force of 15 health science and system librarians to review the manual and the hospital library services program and the coupon program that supports interlibrary loan. Ursula Poland, retired director of the Schaffer Library of Health Sciences at Albany Medical College, headed the task force. Staff of the Library and Library Development divisions and from the State Department of Health Bureau of Hospital Services assisted the task force. In its 1989 report, *Health Information Access*, the task force recommended updating the manual, developing assessment scores

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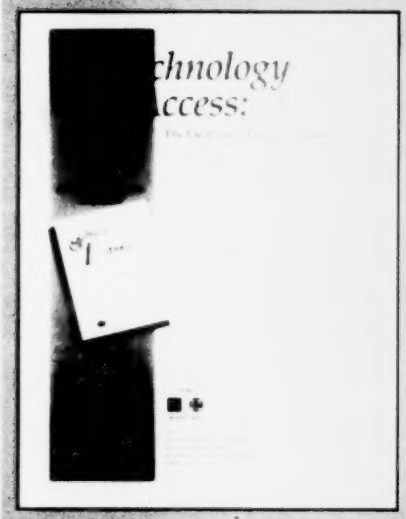
Far-Reaching Impact,
continued from page 7

to assist in planning and accountability, continuing current formulas for allocation of aid with increases for the formula factors, and improvements in the interlibrary loan coupon program.

Another pioneering Division Program has achieved national recognition. Training materials and other publications of the Division's Conservation/Preservation Program office are being used across the nation. This year, John Townsend and Roxane McPeters of the Library Development Division assisted the Library of Congress produce a multiscreen slide show for the March 1989 conference on preservation sponsored by the National Endowment for the Humanities. The script was translated by UNESCO for use at the summer 1989 Conference of the International Federation of Library Associations.

Staff have approved grants to further cooperation with METRO (the New York Metropolitan Reference and Research Council) in developing and publishing guidelines for disaster planning and for environmental control.

The "Electronic Doorway Library"



A 10-member committee of library leaders, chaired by Dinah Lindauer, former assistant director of the Nassau Library System, outlined a vision of tomorrow's library service in *Technology & Access: The Electronic Doorway Library*. They recommended that any library in the State, regardless of size, type, or location, should be able to become an *Electronic Doorway*.

According to the report, "The Electronic Doorway Library would provide users needed information electronically from any part of the State through use of automation and resource sharing programs which are currently operating and being developed." The report goes on to say, "Some libraries in the State may already qualify as Electronic Doorway Libraries. The goal is to help all libraries qualify."

The report emphasizes that technology must be viewed as the means by which any library - regardless of its size or location - enables its users to obtain access to information. All libraries in New York State - academic, school, public, and other - can become the "Electronic Doorways" through which all New Yorkers can reach the totality of information resources of the State.

Other recommendations in *Technology & Access* deal with: the first biennial review of the statewide automation plan in 1991; advisory committees for telecommunications and linkage standards; legislation for advanced technology internships, continuing education, consulting and training; a statewide conference and regional education programs on linkage standards; and statewide planning for compatibility, telecommunications options and linkages among library computer systems.

Because the 1987 report, *Libraries & Technology, A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State*, and the 1989 report together constitute the statewide automation plan, *Technology & Access* includes a reprint of the 1987 report.

A 1989 VIEW OF LIBRARY SYSTEMS

King Research, Inc., an internationally respected library consultant firm completed in March the first external study of New York State's library systems in more than 20 years. King contracted with the State Education Department to examine the three types of library systems to see what changes would be required to meet the library needs of the people of New York State as the demography, population and the economy of the State change. King also looked at technological opportunities available to libraries and how these would affect system services.

A 20-member advisory committee from the systems and their member libraries worked with the Division to set the parameters of the study and provide guidance to the contractor throughout the course of the study. The Systems Study Advisory Committee met five times in 1988/89, concluding their work with a two-day meeting at the end of March 1989. Committee Chair, Robert Wedgeworth, Dean of Columbia University's School of Library Service, presented the study report to the Board of Regents.

King's final report covers mission and services, governance, intersystem relationships and cooperation, funding, measurement, and state-level responsibility in some 500 pages of text and appendices. King's findings are a strong endorsement of New York's library systems. They showed that providing shared services to libraries creates economies of scale that only the largest individual libraries would achieve by themselves. Without these economies of scale, costs for some services would be 3.5 times as high. However, King also found a need for more democratic decision making within some systems and for increased attention to cost effectiveness, accountability and changing needs. Some of King's 83 recommendations were directed toward the systems and their members, while some would require State action.

ADVISORY GROUPS HELP REGENTS, STAFF SHAPE PROGRAMS

A psychologist, a literacy volunteer program director, experts in evaluation, and computer specialists are among the New Yorkers who serve on the State Library's advisory committees. These citizens contribute their time and share their expertise to help assess user needs and develop statewide library programs to meet those needs.

More than 100 men and women helped the State Library in this way this year. Some serve on standing advisory councils and committees appointed by the Regents. The committees may meet only three or four times a year, but each meeting requires hours of preparation on the part of each member. Regents-appointed Councils are:

Regents Advisory Council on Libraries: Evelyn Brandon, Rochester; Donald Cloudsley, Buffalo; Helen Flowers, Bay Shore; Esther Lopato, Brooklyn; Elizabeth Manion, Marlboro, *Vice Chair*; Richard Panz, Ithaca; Zebulon Robbins, Albany, *Chair*; Nina Root, New York City; Robert Wedgeworth, Jr., New York City.

LSCA Advisory Council: Eleanor Carter, Cobleskill; Mildred Dotson, New York City; Mark D. Evans, Avon, *Vice Chair*; C. K. Huang, Buffalo; Suzine Har Nicolescu, Brooklyn; Terry Schwartz, Patchogue, *Chair*; Kenneth G. Sivulich, Jamaica; Larry E. Sullivan, Bronx; Albertha C. Thomas, Valhalla; Keith E. Washburn-Banks, Hamilton; and Patricia Wolfe, Lowville.

Members of committees appointed by the Commissioner of Education, the State Librarian or the Director of Library Development include (dates are included for temporary committees; New York State Library staff members are not included):

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Advisory Groups,
continued from page 9

Conservation Preservation Advisory Council: Robert Arnold, Albany; Sally Buchanan, Pittsburgh; Paul Fasana, New York; William H. Loos, Buffalo; and William J. Myrick, New York.

Library for the Blind and Visually Handicapped Advisory Group: Robert Barto, Horseheads; Jane Cathcart, Syracuse; Grace Franze, Glenmont; Peter Losi, Buffalo; Arthur Miles, Watertown; Ruth Opal, Albany;

Committee on Minimum Public Library Standards (1987-88): Irene Duszkewicz, Hempstead; Maureen Farrell, Elmira; Alan Greenglass, New York; Patricia Liening, Eden; Bernice MacDonald, New York; Christine MacDonald, Glens Falls; Elizabeth Manion, Marlboro, *Chair*; Roy Miller, Brooklyn; Claudya Muller, Bellport; Joyce Perry, Attica; Stanley A. Ransom, Plattsburgh; Carlton Sears, Binghamton; Elizabeth Stevenson, Ithaca; and Frank T. Wood, Jr., Syracuse.

Statewide Automation Committee Phase II (1988-89): Susan Besemer, Fredonia; Anne Sidwell Evans, Oswego; Maurice Freedman, Elmsford; Linda Heinemann, Binghamton; Dinah Lindauer, Merrick, **Chair**; Michael Malinconico, Brooklyn; John Richardson, Miller Place; and Janet Welch, Rochester.

Linkage Standards Task Force (1988-89): Mary Beth Beidl, Brooklyn; Ray Denenberg, Library of Congress; Margaret Hedstrom, Albany; Susan Kallenbach, New York City; S. Michael Malinconico, Brooklyn; Denis Martin, Albany; William Saffady, Albany; Teresa Strozik, Clinton; Frank Van Zanten, Poughkeepsie; and Keith E. Washburn-Banks, Hamilton.

Telecommunications Task Force (1988-89): Gregory Benson, Jr., Albany; Stephen Bolton, Watertown; Donald L. Dundon, Albany; Sam Memberg, New York City; Michael O'Connor, Saratoga Springs; Rodney B. Perry, Rochester; Marsha Ra, New York City; Michael Radlick, Albany; William Schrader, New York City; and William Snyder, Albany.

Database Criteria Task Force (1988-89): Glyn Evans, Albany; Beatrice Angus, Sherrill; Herbert Biblo, Stony Brook; Murray Bob, Jamestown; Richard Cox, Albany; Maurice Freedman, Elmsford; Jane Moore, New York City; Jennifer Morris, Ithaca; James Simonis, Syracuse; and Janet Welch, Rochester.

Advisory Committee for the Study of Library Systems and Services (1987-89): Janice Allen, Willsboro; Julie Cummins, New York; Harry Dutcher, Saratoga Springs; Carole Fowler, Rome; Kevin Gallagher, Poughkeepsie; Alfred C. Hasemeier, Utica; Edwin S. Holmgren, New York; Carol Kearney, Buffalo; Esther Lopato, Brooklyn; G. Charles Newman, Buffalo; Richard Panz, Ithaca; Ursula Poland, Albany; Sally Poundstone, Mamaroneck; Alma Sandaers? Roman, Pomona; Christine Spigner, Queens; Janet Steiner, Ithaca; J. Robert Verbesey, Shirley; Robert Wedgeworth, New York, *Chair*; Corinne Wightman, New Hartford; and James Wyatt, Rochester

Legislative Services Advisory Committee: Joan D'Ambrosi, Assembly Office of Research; Ellen Breslin, Legislative Library; John T. Hagy, Legislative Library; Pat Ilnicki, Senate Research Service; Henry Madej, Assembly Research Service; Andrea Miller, Senate Senior Legislative Analyst; and Edward C. Sullivan, Assemblyman.

STATE, FEDERAL FUNDS UNDERWRITE SERVICES

In 1988-89, the State allocated $70.1 million in State aid for libraries. State support of the Library and Library Development Division totaled $8.3 million.

The FY 1989 Federal Library Services and Construction Act (LSCA) allocation to New York State for Title I (public library services) was $5,162,881, for Title II (public library construction) $1,296,012, and for Title III (interlibrary cooperation) $1,236,910. Sixty-three percent of the Federal funds were expended in grants to library systems for local and regional services and for public library construction. Thirty-two percent supported such statewide services as the library for the blind, interlibrary loan and library development services. Five percent was expended for administration.

The New York State Library sought and obtained five major grants. The largest of these, $553,576 was from the National Endowment for the Humanities to continue the New York State work under the U.S. Newspaper Project over 24 months. The Library received a $96,297 Higher Education Act Title II-C grant to continue cataloging microfiche in the Goldsmiths'-Kress collection. The National Endowment for the Humanities granted $148,600 to enable the Library Development Division and the State University of New York at Albany to carry out the *A Learning ODYSSEY* statewide project. The Research Libraries Group awarded the Library's Manuscripts and Special Collection Section $20,000 to microfilm the Edwin Morgan Papers. In cooperation with the New York State Archives and the Alabama State Archives, the Library received $116,154 from the National Historical Publications and Records Commission to develop and test standardized procedures for describing archival maps holdings.

The Library received $9,400 from the Governor's Office on Employee Relations for a staff training program and $175,000 from other units of the Education Department to provide Educational Programs Information Services.

In addition to the grants received this year, the Library's New Netherland Project remains jointly funded by the National Endowment for the Humanities and private contributions. The Library Development Division continued its statewide conservation/preservation program under a multiyear grant from the National Endowment for the Humanities.

State and Federal funds supported a total staff of 237 on March 31, 1989.

NEW YORK STATE LIBRARY EXPENDITURES

April 1, 1988 — March 31, 1989

	State	Federal*
State Library Operations (except Acquisitions)	$4,954,661	$1,971,641
Library Acquisitions	2,433,645	0
Library Development Division Operations	636,599	722,648
NYSILL	249,673	0
Total Services	$8,274,578	$2,694,289

* *Data based on expenditures in Federal FY1988.*

PUBLIC LIBRARIES AND PUBLIC LIBRARY SYSTEMS[a] 1988-89 STATE AID PAYMENTS

Library System	System and Central Library	Local Library Incentive Aid	Total
Brooklyn	$4,471,880	$985,307	$5,457,187
Buffalo-Erie	2,036,381	421,647	2,458,028
Chautauqua-Cattaraugus	839,062	91,117	930,179
Chemung-Southern Tier	977,122	110,726	1,087,848
Clinton-Essex-Franklin	831,986	56,022	888,008
Finger Lakes	851,721	98,585	950,306
Four County	1,093,028	147,695	1,240,723
Mid-Hudson	1,385,236	178,739	1,563,975
Mid-York	949,688	102,287	1,051,975
Mohawk Valley	712,715	133,446	846,161
Nassau	2,533,198	677,482	3,210,680
New York	9,669,024	1,252,030	10,921,054
Nioga	848,325	145,200	993,525
North Country	1,169,023	145,570	1,314,593
Onondaga	988,401	160,930	1,149,331
Pioneer	2,163,346	456,773	2,620,119
Queens	3,515,700	1,003,315	4,519,015
Ramapo Catskill	1,365,681	233,089	1,598,770
Southern Adirondack	946,831	79,324	1,026,156
Suffolk	2,461,965	578,071	3,040,036
Upper Hudson	993,785	201,221	1,195,006
Westchester	1,694,970	434,303	2,129,273
Total	**$42,499,068**	**$7,692,879**	**$50,191,947**

[a] *Does not include Local Correctional Institution Services, State Correctional Institution Services, The New York Public Library — Schomburg Center for Research in Black Culture and Library for the Blind and Physically Handicapped, Automation grants.*

OTHER STATE AID PAYMENTS

April 1, 1988 — March 31, 1989

Reference and Research Library Resources Systems	$3,002,389
School Library Systems	5,044,209
Public Library Systems/Local Correctional Institutional Service	175,000
Public Library Systems for State Correctional Institution Service	370,000
The New York Public Library Service to Blind and Handicapped Readers	739,200
The New York Public Library, Schomburg Center for Research in Black Culture	638,000
Indian Library Grants	280,756
Regional Database Program (Region/Grant)	3,045,000
Capital District ($280,000); Central New York ($305,000); Long Island ($310,000); METRO ($483,750); North Country $275,500); Rochester ($260,000); South Central ($361,250); Southeastern ($295,000); Western ($392,500); Public Library System Competitive Grants ($100,000)	
Coordinated Academic Collection Development	1,399,811
New York Academy of Medicine	460,000
Hospital Library Program	1,266,000
Conservation/Preservation	1,750,000
Columbia University, Cornell University, New York University, University of Rochester, Syracuse University, The Research Libraries of The New York Public Library, and the four State University Centers at Albany, Binghamton, Buffalo and Stony Brook ($90,000 each* plus $350,000 for cooperative projects) and $500,000 for 47 projects in other libraries	
Special Legislative Projects (see separate list)	1,667,825
Total	$19,098,990

* *Does not include a similar sum for the New York State Library.*

SPECIAL LEGISLATIVE GRANTS 1988-89

Name of Library	Amount
A Starting Place, Pearl River	$ 5,000
Baldwin Public Library	10,000
Bethpage Public Library	20,000
Blauvelt Public Library	10,000
Branchport Free Library	15,000
Buffalo & Erie County Public Library	15,000
Camden Central School District	5,300
Chemung-Southern Tier Library System, Corning	6,800
Chemung-Southern Tier Library System, Corning	5,000
David A. Howe Public Library, Wellsville	50,000
East Rockaway Public Library	10,000
Elmont Public Library	16,500
Finger Lakes Library System, Ithaca	100,000
Franklin Square Public Library	10,000
Freeport Memorial Library	10,000
Friendship Free Library	5,000
Garfield Reading Center Inc., Town of Brunswick	12,000
Hempstead Public Library	7,000
Henry Waldinger Memorial Library, Valley Stream	10,000
Hewlett-Woodmere Public Library	5,000
Highland Public Library	10,000
Jeffersonville Public Library	10,000
John C. Hart Memorial Library, Shrub Oak	15,000
John C. Hart Memorial Library, Shrub Oak	50,000
Kinney Memorial Library, Hartwick	10,000
Lakeview Public Library, Rockville Centre	35,000
Lakeview Public Library, Rockville Centre	15,000
Long Beach Public Library	10,000
Long Island Library Resources Council, Stony Brook	12,000
Long Island Library Resources Council, Stony Brook	60,000
Longwood Public Library, Middle Island	10,000
Malverne Public Library	10,000
Marlboro Free Library	65,000
Massapequa Public Library	10,000
Mastics-Moriches-Shirley Library	10,000
Memorial Youth Library, Woodmere	4,000
Merrick Library	15,000
Mid York Library System, Utica	20,000
Middle Country Public Library, Centereach	15,000
Mohawk Valley Library Association, Schenectady	5,000
Mohawk Valley Library Association, Schenectady	$ 34,000
Monroe Free Library	5,200
Morrisville Library	8,000
Nanuet Public Library	21,000
Nassau Library System, Uniondale	65,000
New Rochelle Library	5,000
The New York Public Library	1,000
The New York Public Library	50,000
The New York Public Library	1,000
Nioga Library System, Lockport	11,000
Nioga Library System, Lockport	17,000
Nioga Library System, Lockport	11,000
Nioga Library System, Lockport	17,000
North Syracuse Free Library	10,000
Oceanside Free Library	10,000
Oneida Library	20,325
Oyster Bay East Norwich Public Library	10,000
Puerto Rican Cultural Heritage Library, New York	140,000
Queens Borough Public Library	19,000
Queens Borough Public Library	55,000
Queens Borough Public Library	45,000
Queens College, Flushing	70,000
Riga Free Library, Churchville	15,300
Rockland Center for Holocaust, Spring Valley	10,000
Rockville Centre Public Library	20,000
Sachem Public Library, Holbrook	15,000
Schenectady County Public Library	17,000
Schenectady County Public Library	8,500
Schenectady County Public Library	8,500
Seaford Public Library	10,000
Seymour Library Association, Auburn	40,000
Sloatsburg Public Library	20,000
Solvay Public Library	35,000
South Country Library, Bellport	14,000
Suffolk Cooperative Library System, Bellport	10,000
Thrall Library, Middletown	12,000
Wantagh Public Library	10,000
Watkins Glen School District Free Public Library	3,400
Webster Public Library	5,000
Webster Public Library	10,000
West Hempstead Public Library	15,000
Wolcott Civic Free Library	45,000
Total	**$1,667,825**

LIBRARY SERVICES AND CONSTRUCTION ACT GRANTS TITLE I — PUBLIC LIBRARY SYSTEM SERVICES*

BROOKLYN PUBLIC LIBRARY SYSTEM	
The Child's Place Program	$137,792
Education/Job Information Center Program	64,524
BUFFALO AND ERIE COUNTY PUBLIC LIBRARY	
Project LEAP continues outreach services	$94,500
Literacy Project	34,686
Job/Education Information Center	32,332
Aids for Handicapped Persons	19,400
CHAUTAUQUA-CATTARAUGUS LIBRARY SYSTEM	
Literacy Volunteer Coordination Project	$20,565
Update Radio Reading Service	27,000
English as a Second Language	10,800
CHEMUNG-SOUTHERN TIER LIBRARY SYSTEM	
Back to the Library Project	$20,200
Special Spaces for Special People	7,272
CLINTON-ESSEX-FRANKLIN LIBRARY SYSTEM	
Job Information Center	6,818
Family Reading Program	11,817
Literacy Volunteer Project	3,283
FINGER LAKES LIBRARY SYSTEM	
Reaching the Young Adult Reader	$10,000
Literacy Coordination Project	9,500
FOUR COUNTY LIBRARY SYSTEM	
Job and Citizen Information Centers	$17,827
Parent/Child Experience Centers and Family Reading Partners	11,430
Conference-Mate System for Hearing Impaired Project	2,881
MID-HUDSON LIBRARY SYSTEM	
Education/Job Information Center Program	$49,500
Literacy Project	19,768
MID-YORK LIBRARY SYSTEM	
Adult Learning Opportunities Program	$36,422
Literacy Volunteers of the Mohawk Valley Project	16,764
Limited English Speaking Program	11,363
Service to the Hearing Impaired Program	4,899
MOHAWK VALLEY LIBRARY SYSTEM	
Educational and Job Information Centers	$35,451
Library Family Centers (Phase II)	20,200
Literacy Program of Schoharie County	10,908
Hamilton Hill Library/Community Outreach Program	15,150
NASSAU LIBRARY SYSTEM	
Adult Independent Learner/Job Information Center	$67,670
English for New Americans	13,635
Lively Minds, The Traveling Library Program for Older Adults	13,635
Literacy Volunteers Support Services Project	6,868
Babywise Project	27,775
THE NEW YORK PUBLIC LIBRARY	
Services to the Blind and Physically Handicapped	$120,998
Outreach Services Program	201,764
Literacy Project	59,352
Learners Advisory Service and Job Information Center Project	72,599
ESL Project	18,389
Cooperative Database and Shared Cataloging Project	151,246
NIOGA LIBRARY SYSTEM	
Adult Literacy Training	$12,726
Adult Independent Learner Center Project	5,050
TDD: Independent Access for All Patrons Project	4,792
NORTH COUNTRY LIBRARY SYSTEM	
Education/Job Information Center Program	$36,360
Senior Citizens Direct Service Program	3,486
ONONDAGA COUNTY PUBLIC LIBRARY	
Literacy Project	$27,459
Conversational English and Storytelling Project	15,000
PIONEER LIBRARY SYSTEM	
Adult Independent Learner/Job Information Center	$20,277
Parenting Information for Better Beginnings	10,000
Rochester Radio Reading Service, Inc.	25,500
QUEENS BOROUGH PUBLIC LIBRARY	
Learning and Earning Connection	$45,000
Parent/Child Workshops	50,000
Adult Literacy Project	11,700
RAMAPO CATSKILL LIBRARY SYSTEM	
Radio Vision Program	$25,643
Job Information Center	19,089
Service to Seniors Project	5,050
SOUTHERN ADIRONDACK LIBRARY SYSTEM	
Read Together Program	$10,100
Job Information Center/Adult Independent Learner Project	30,734
Programs in Nursing Homes	2,020
SUFFOLK COOPERATIVE LIBRARY SYSTEM	
Literacy Volunteers (Literacy) Program	$20,443
Literacy Volunteers (ESL) Program	14,477
Adult Learner — Job and Community Information Project	49,995
UPPER HUDSON LIBRARY FEDERATION	
Outreach Services to the Disadvantaged	$23,180
Limited English Speaking Program	17,953
Literacy Services to Adults	17,726
WESTCHESTER LIBRARY SYSTEM	
Services to the Limited English Speaking Project	$18,107
Literacy Volunteers	10,908
Job Information Centers Program	17,271
TOTAL	**$2,067,029**

for projects operating October 1, 1988 - September 30, 1989

Institutions

DEPARTMENT OF CORRECTIONAL SERVICES
Introduction to Library Resources for Hispanic Offenders Project — $27,900

DIVISION FOR YOUTH
Central Office Coordinator for Library Programs Project — $47,000

DEPARTMENT OF HEALTH
Patient Library Personal Computing Station — $15,000

TOTAL — **$89,900**

Strengthening Major Urban Resource Libraries

BROOKLYN PUBLIC LIBRARY
materials on art, music, history, travel and biography, languages, literature, science, industry, social sciences, youth services, children's books and education/job information; videocassettes of documentaries and teaching films. — $170,487

BUFFALO AND ERIE COUNTY PUBLIC LIBRARY
materials on computers, physics, chemistry, engineering, technology, foundations, business directories and literary criticism; also, compact discs. — $33,011

THE NEW YORK PUBLIC LIBRARY
information on special subjects and form collections using materials such as books, microforms, films, recordings, audio and video cassettes and instructional software. — $223,184

ONONDAGA COUNTY PUBLIC LIBRARY
materials on business, education, travel, electronics, sales management and music; microfilm of local history and development. — $21,249

QUEENS BOROUGH PUBLIC LIBRARY
materials on art, music, languages, science and technology, social sciences; videocassettes on subject-oriented and educational titles; microfiche of government documents. (This project will also provide for preservation of historical materials.) — $144,599

ROCHESTER PUBLIC LIBRARY
materials on art, business, education, history, literary criticism, reference and science and technology; microfilm of local history and periodical collections. — $26,514

YONKERS PUBLIC LIBRARY
materials on business, finance, technology and economics. — $23,023

TOTAL — $642,067

TITLE I TOTAL — $2,798,996

TITLE III — INTERLIBRARY COOPERATION AND RESOURCE SHARING

CAPITAL DISTRICT LIBRARY COUNCIL
Regional CD-ROM Catalog Project — $50,000

CHEMUNG-SOUTHERN TIER LIBRARY SYSTEM
Spectrum Project — $16,286

MID-HUDSON LIBRARY SYSTEM
NYLINE Project — $45,260

MID-YORK LIBRARY SYSTEM
Technology Network Ties (TNT) — $8,000

NEW YORK METROPOLITAN REFERENCE AND RESEARCH LIBRARY AGENCY (METRO)
Union List of Serials Project — $88,335
Collection Management Institute-Consultations — $18,160

TOTAL — $226,041

Retrospective Conversion Invitational Grants

CAPITAL DISTRICT LIBRARY COUNCIL — $26,000

CENTRAL NEW YORK LIBRARY RESOURCES COUNCIL — $31,209

LONG ISLAND LIBRARY RESOURCES COUNCIL — $19,190

NEW YORK METROPOLITAN REFERENCE AND RESEARCH LIBRARY AGENCY (METRO) — $35,350

NORTH COUNTRY REFERENCE AND RESEARCH RESOURCES COUNCIL — $24,663

ROCHESTER REGIONAL LIBRARY COUNCIL — $30,300

SOUTH CENTRAL LIBRARY RESOURCES COUNCIL — $25,250

SOUTHEASTERN NEW YORK LIBRARY RESOURCES COUNCIL — $24,200

WESTERN NEW YORK LIBRARY RESOURCES COUNCIL — $34,303

TOTAL — $250,465

TITLE III TOTAL — **$476,506**

TITLES I AND III TOTAL — **$3,275,502**

DIRECTORY

(area code 518)

State Librarian and Assistant Commissioner for Libraries	
Joseph F. Shubert	474-5930
Director of the State Library	
Jerome Yavarkovsky	473-1189
Director of Library Development	
Roberta G. Cade	474-7196
Library Administration Officer	
GladysAnn Wells	474-4660
Principal Librarian, Collection Acquisition and Processing	
William DeAlleaume (retired October 1989)	
Darrell Welch (Acting)	474-5946
Principal Librarian, Collection Management/Network Services	
J. Van der Veer Judd	474-5955
Principal Librarian, Legislative and Governmental Services	
Mary Redmond	474-3940
Principal Librarian, Reference Services	
Lee Stanton	474-2274

Other Frequently Needed Numbers

Reference Desk	**473-INFO** (473-4636)
Manuscripts and Special Collections Reference Desk	474-6282
Legislative Service Point	432-2649
EPSIS	474-3639
Documents/Gift and Exchange	474-7492
Library for the Blind and Visually Handicapped	474-5935
New Netherland Project	474-6067

THE NEW YORK STATE EDUCATION DEPARTMENT
NEW YORK STATE LIBRARY
ALBANY, NEW YORK 12230

NON-PROFIT ORG.
U.S. POSTAGE
PAID
Albany, NY
Permit No. 293

90-66.30
90-260

PARTICIPANTS IN THE NEW YORK STATE DOCUMENT DEPOSITORY PROGRAM

The following libraries participate in the New York State Document Depository Program at the level indicated.

KEY:

I = New York State Documents Information and Access Center
C = New York State Documents Reference Center
D = New York State Documents Depository Library
R = New York State Documents Research Depository Library

ALBANY
- Albany Law School (R)
- New York State Court of Appeals Library (I)
- New York State Dept. of Motor Vehicles Research Library (I)
- Schaffer Library of Health Sciences (I)
- SUNY at Albany (R)

ALBERTSON
- Shelter Rock Public Library (I)

ALDEN
- Ewell Free Library (I)

ALFRED
- SUNY College of Technology at Alfred (C)

AMHERST
- Daemen College (I)

ARCADE
- Arcade Free Library (I)

AUBURN
- Auburn Memorial Hospital Medical Library (I)
- Cayuga County Community College Library (C)

AURORA
- Wells College (I)

BABYLON
- Babylon Public Library (I)

BALDWIN
- Baldwin Public Library (I)

BALDWINSVILLE
- Baldwinsville Public Library (C)

BALLSTON SPA
- Ballston Spa Public Library (I)

BATAVIA
- Richmond Memorial Library (I)

BATH
- Steuben-Allegany BOCES School Library System (I)

BAYVILLE
- Bayville Free Library (I)

BELLPORT
- Suffolk Cooperative Library System (D)

BEMUS POINT
- Bemus Point Library (I)

BINGHAMTON
- Broome Community College (I)
- Broome County Public Library (C)
- Broome Developmental Center Library (I)
- Our Lady of Lourdes Hospital Library (I)
- SUNY at Binghamton (R)
- Supreme Court Law Library (I)
- United Health Services/Binghamton General Hospital (I)

BLAUVELT
- Dominican College Library (I)

BLUE POINT
- Bayport-Blue Point Public Library (I)

BOSTON
- Boston Free Library (I)

BRENTWOOD
- Brentwood Public Library (C)
- Suffolk Community College, Western Campus (I)

BRIGHTWATERS
- Bayshore-Brightwaters Public Library (I)

BROCKPORT
- Seymour Library (I)
- State University College at Brockport (R)

BRONX
- Bronx Community College Library (I)
- Lehman College Library (C)
- New York City Criminal and Family Courts Library (I)
- SUNY Maritime College (C)

BRONXVILLE
- Sarah Lawrence College (I)

BROOKLYN
- Brooklyn College Library (D)
- Brooklyn Law School Library (C)
- Brooklyn Public Library (C)
- Brooklyn Public Library — Business Library (D)
- Long Island University, Brooklyn Center (C)
- New York State Department of Labor Library (I)
- Pratt Institute Library (C)

BUFFALO
- Buffalo and Erie County Public Library (R)
- Buffalo State College, E.H. Butler Library (C)
- Canisius College (C)
- D'Youville College (I)
- Millard Fillmore Hospitals (I)
- SUNY Buffalo, Lockwood Library, Amherst Campus (R)
- SUNY Buffalo, Sears Law Library (I)
- Supreme Court Library at Buffalo (C)
- Trocaire College (I)

CANAJOHARIE
- Canajoharie Library and Art Gallery (I)

CANANDAIGUA
- Canandaigua Senior Academy Library (C)
- Community College of the Finger Lakes (C)

CANTON
- North Country Reference and Research Resources Council (I)
- St. Lawrence University (C)
- SUNY College of Technology at Canton (C)

CARLE PLACE
- BOCES-NERC, Carle Place Center Concourse (I)

CARMEL
- Reed Memorial Library (C)

CENTRAL ISLIP
- Islip Public Library (I)

CHAPPAQUA
- Chappaqua Public Library (C)

CHATHAM
- Chatham Public Library (I)

CLINTON
- Kirkwood Town Library (I)
- Hamilton College (I)

COBLESKILL
- SUNY College of Agriculture and Technology (C)

CORINTH
- Corinth Free Library (I)

CORNWALL
Cornwall Central High School (I)
CORNING
Corning Community College (C)
CORTLAND
Corning Area Public Library (I)
Cortland Free Library (I)
State University of New York at Cortland (C)
DELHI
SUNY College of Technology at Delhi (C)
DIX HILLS
Half Hollow Hills Community Library — Main Library (I)
DRYDEN
Tompkins Cortland-Community College (C)
EAST BLOOMFIELD
Bloomfield Public Library (I)
EAST ISLIP
East Islip Public Library (I)
EAST ROCHESTER
East Rochester Public Library (I)
EAST ROCKAWAY
East Rockaway Public Library (I)
ELMIRA
Elmira College (C)
Schuyler-Chemung-Tioga BOCES School Library System (I)
Steele Memorial Library (I)
FAIRPORT
Fairport Public Library (C)
FARMINGDALE
Farmingdale Public Library (I)
SUNY College of Technology at Farmingdale (C)
FISHKILL
Blodgett Memorial Library (I)
FLORAL PARK
Floral Park Public Library (I)
FLUSHING
CUNY Law School Library (I)
Queens College (R)
FREDONIA
State University College at Fredonia (D)
FULTON
Fulton Public Library (I)
GARDEN CITY
Adelphi University (C)
Garden City Public Library (I)
Nassau Community College (C)
GENESEO
State University College at Geneseo (D)
GENEVA
De Sales Senior High School Library (I)
Geneva Free Library (I)
Geneva Middle School Library (I)
Hobart and William Smith Colleges (C)
GLENS FALLS
Crandall Library (C)
GREAT NECK
Great Neck Library (I)
GREENLAWN
Harborfields Public Library (C)
GREENVALE
Long Island University, C.W. Post Campus (R)
HAMILTON
Colgate University (C)
HASTINGS-ON-HUDSON
Hastings-on-Hudson Public Library (I)
HELMUTH
Gowanda Psychiatric Center (I)
HEMPSTEAD
Hempstead Public Library (C)
Hofstra University (C)
Hofstra University School of Law (I)
HERKIMER
Frank J. Basloe Library (C)
Herkimer County BOCES School Library System (I)
Herkimer County Law Library (I)
HEWLETT
Hewlett-Woodmere Public Library (I)
HICKSVILLE
Hicksville Public Library (I)
HIGHLAND
Highland Public Library (I)
HIGHLAND FALLS
James I. O'Neil High School Library (I)
HONEOYE FALLS
Mendon Public Library (I)
HUNTINGTON
Touro College Law Library (C)
HUNTINGTON STATION
South Huntington Public Library (I)
ILION
Ilion Free Library (C)
ISLIP
Islip Public Library (I)
ITHACA
Cornell Law Library (I)
Cornell University, Martin P. Catherwood Library (C)
Cornell University, Olin Library (DR)
Ithaca College (C)
Tompkins County Public Library (C)
Tompkins-Seneca-Tioga BOCES School Library System (I)
JAMAICA
New York State Supreme Court Law Library-Queens 11th Judicial District (C)
Queens Borough Public Library (C)
St. John's University (C)
JAMESTOWN
James Prendergast Library Association (C)
Jamestown Community College (I)
JOHNSON CITY
United Health Services/Wilson Hospital (I)
KENMORE
Kenmore Mercy Hospital (I)
Town of Tonawanda Library — Kenmore Branch (C)
LEVITTOWN
Levittown Public Library (C)
LEWISTOWN
Lewistown Public Library (I)
LIBERTY
Sullivan BOCES School Library System (I)
LOCH SHELDRAKE
Sullivan County Community College (C)
LOCKPORT
Lockport Public Library (C)
LONG BEACH
Long Beach Public Library (I)
LOUDONVILLE
Siena College Library (I)
William K. Sanford Town Library (Colonie) (C)
LYNBROOK
Lynbrook Public Library (I)

MALONE
Wead Library (C)
MALVERNE
Malverne Public Library (I)
MANHASSET
Manhasset Public Library (I)
MARLBORO
Marlboro High School Media Center (I)
MATTYDALE
Salina Free Library (I)
MEDINA
Lee-Whedon Memorial Library (C)
MELVILLE
Half Hollow Hills Community Library, Branch (I)
MIDDLE ISLAND
Longwood High School Library (I)
MIDDLETOWN
Middletown Junior High School Library (I)
Thrall Library (C)
MINEOLA
Nassau County Supreme Court Law Library (C)
MONROE
Monroe Free Library (I)
MONTGOMERY
Valley Central High School Library (I)
MONTOUR FALLS
New York State Academy of Fire Science Library (I)
MORRISVILLE
SUNY College of Agriculture and Technology (C)
MOUNT KISCO
Mount Kisco Public Library (C)
MOUNT VERNON
Mount Vernon Public Library (R)
NAPLES
Naples Junior/Senior High School Library (I)
NEW HARTFORD
Oneida County BOCES School Library System (I)
NEW PALTZ
SUNY New Paltz (R)
NEW ROCHELLE
College of New Rochelle (I)
New Rochelle Public Library (C)
NEW YORK
City College Library (C)
Columbia University (R)
Fordham Law Library (C)
Hunter College Library (C)
John Jay College of Criminal Justice Library (C)
Mount Sinai School of Medicine (I)
Municipal Reference and Research Center (C)
New York Law School Library (I)
The New York Public Library, Mid-Manhattan Library (C)
The New York Public Library, The Research Libraries (DR)
New York State Supreme Court Law Library Civil (I)
NEWARK
Newark Public Library (C)
Newark Senior High Library (I)
NEWBURGH
Mount Saint Mary College (I)
Newburgh Free Library (D)
NIAGARA FALLS
Niagara Falls Public Library (C)
NIAGARA UNIVERSITY
Niagara University Library (C)
NORTH BELLMORE
North Bellmore Public Library (I)
NORTH COLLINS
North Collins Memorial Library (C)
OGDENSBURG
Mater Die College (I)
Ogdensburg Public Library (D)
OLD FORGE
Old Forge Library (I)
OLD WESTBURY
SUNY College at Old Westbury (I)
ONEIDA
Oneida Library, Inc. (C)
ONEONTA
SUNY at Oneonta (D)
ORANGEBURG
Long Island University, Rockland Campus (R)
ORCHARD PARK
Erie Community College/South (I)
OSWEGO
SUNY Oswego (R)
OYSTER BAY
Oyster Bay-East Norwich Public Library (I)
PATCHOGUE
Patchogue-Medford Library (C)
PEEKSKILL
Field Library (I)
PENFIELD
Penfield Public Library (C)
PENN YAN
Penn Yan Academy Library (I)
Penn Yan Public Library (I)
PINE BUSH
Pine Bush High School Library (I)
PITTSFORD
Pittsford Community Library (C)
PLATTSBURGH
SUNY College Plattsburgh (R)
PLEASANTVILLE
Pace University (C)
PORT JERVIS
Port Jervis Free Library (C)
Port Jervis High School Library (I)
PORT WASHINGTON
Port Washington Public Library (D)
PORTVILLE
Portville Free Library (I)
POTSDAM
Clarkson University (I)
SUNY College at Potsdam (D)
POUGHKEEPSIE
Greater Poughkeepsie Library District (D)
Dutchess Community College Library (C)
LaGrange Association Library (I)
Marist College (C)
Vassar College (C)
PURCHASE
SUNY College at Purchase (D)
RANSOMVILLE
Ransomville Free Library (I)
RIVERHEAD
Riverhead Free Library (I)
Suffolk Community College, Eastern Campus Library (C)

ROCHESTER
- Brighton Memorial Library (C)
- Center for Governmental Research (I)
- Gates Public Library (I)
- Monroe Developmental Center Staff Library (I)
- Nazareth College of Rochester (C)
- New York State Appellate Division Fourth Department Law Library (C)
- Rochester Institute of Technology (I)
- Rochester Public Library (R)
- St. John Fisher College (C)
- University of Rochester (D)

ROCKVILLE CENTRE
- Rockville Centre Public Library (I)

ROME
- Jervis Public Library (C)

ROSLYN
- Bryant Library (I)

RUSH
- Rush Public Library (I)

RYE
- Rye Free Reading Room (I)

SALAMANCA
- Salamanca Public Library (I)

SANBORN
- Niagara County Community College (C)

SARANAC LAKE
- North Country Community College Library (C)

SARATOGA SPRINGS
- Skidmore College (D)
- Southern Adirondack Library System (I)

SCARSDALE
- Scarsdale Public Library (I)

SCHENECTADY
- Capital District Library Council (I)
- Schenectady Community College Library (I)
- Schenectady County Public Library (D)

SEAFORD
- Seaford Public Library (I)

SELDEN
- Suffolk Community College, Ammerman Campus Library (C)

SETAUKET
- Emma S. Clark Memorial Library (I)

SHERRILL
- Madison-Oneida BOCES School Library System (I)

SHIRLEY
- Mastics-Moriches-Shirley Community Library (I)

SIDNEY
- Sidney Memorial Public Library (I)

SLOATSBURG
- Sloatsburg Public Library (I)

SPARKILL
- St. Thomas Aquinas College (I)

SPRING VALLEY
- Finkelstein Memorial Library (I)

SOUTHAMPTON
- Southampton Campus/Long Island University (C)

SPENCERPORT
- Farmers' Library Company of Ogden (C)

ST. BONAVENTURE
- St. Bonaventure University (D)

STONY BROOK
- SUNY at Stony Brook (R)

SYRACUSE
- Community-General Hospital of Greater Syracuse (I)
- Fairmount Community Library (I)
- LeMoyne College Library (C)
- Onondaga County Public Library (D)
- SUNY College of Environmental Science and Forestry (I)
- SUNY Health Science Center at Syracuse Library (I)
- Supreme Court Law Library (C)
- Syracuse University (R)
- Syracuse University Law School (I)

TROY
- Rensselaer Polytechnic Institute (I)
- Russell Sage College (C)
- Troy Public Library (C)

TUXEDO PARK
- Tuxedo Union Free School District Library (I)

UNIONDALE
- Nassau Library System (C)
- Uniondale Public Library (I)

UTICA
- Mid-York Library System (I)
- SUNY College of Technology (DR)
- Supreme Court Law Library (I)
- Utica College Library (C)
- Utica Public Library (C)

VALLEY COTTAGE
- Valley Cottage Free Library (I)

VICTOR
- Victor Free Library (I)

WARWICK
- Warwick Valley High School Library Media Center (I)

WATERTOWN
- Jefferson Community College (I)
- New York State Supreme Court Law Library (C)

WAVERLY
- Waverly Free Library (I)

WELLSVILLE
- David A. Howe Public Library (C)

WEST BABYLON
- West Babylon Public Library (I)

WEST POINT
- United States Military Academy Library (I)

WESTBURY
- Westbury Memorial Public Library (I)

WHITE PLAINS
- Pace University Law Library (I)

WHITESBORO
- Dunham Public Library (C)

WILLIAMSVILLE
- Erie Community College/North (C)

WILLARD
- Willard Psychiatric Center, Hatch Library (I)

WOODSTOCK
- Woodstock Library (I)

YONKERS
- Yonkers Public Library (C)

SOME HINTS ON BASIC GRANT WRITING

The following "Hints on Basic Grant Writing" are abstracted from the *Discretionary Grant Application Workbook* prepared by the staff of the New York State Conservation/Preservation Program. The Discretionary Grant Program was established as part of New York's landmark 1984 library legislation and was expanded in 1986. It provides modest financial support for projects to preserve library research materials in the collections of libraries, archives, historical societies and similar agencies within New York State.

Although the workbook is specifically designed to assist applicants for the Discretionary Grant Program, the "Hints on Basic Grant Writing" should prove useful to anyone approaching grant writing for the first time. "Writing a grant proposal is not the most difficult thing you will every do," says the Workbook, "it does not require a degree in 'grantsmanship,' you do not need to hire a consultant to write it for you, you do not need to lose sleep over it. What you do need to do is spend enough time in preparation to make sure you meet all the requirements and provide all the information requested by the granting agency." These "Hints" should help you to understand some of the pitfalls in presenting your case, and give you the information you need to avoid them, regardless of the type of proposal you are writing.

The *Workbook* also contains a sample Discretionary Grant application, a sample budget, and good and not-so-good examples of how to present the information required in the project description and work plan. There are, of course, no absolutely right or wrong responses in any grant proposal. Adequate responses will vary as widely as the types of projects and types of institutions applying. The success of an application is determined by how well it presents the needs and plans of the applicant to the reviewers.

A new edition of the full *Discretionary Grant Application Workbook* is being planned for publication in the summer of 1990 along with 1991/92 the guidelines and application. If you would like to receive a copy, or if you have questions about the Discretionary Grant Program you may write or call the Conservation/Preservation Program Office at:

The New York State Library
10C47 Cultural Education Center
Albany, NY 12230
(518) 474-6971

SOME HINTS ON BASIC GRANT WRITING

I. WHAT TO EXPECT FROM A GRANT

- A. Money -- probably less than you need
- B. Accountability — probably more than you want
- C. Headaches — in abundance
  - 1. Principle sources of headaches:
    - a. administration — your own and the funding agency's
    - b. staff — they come, they go, they get pregnant, they get sick, they die, they don't work as fast as you want
    - c. vendors — "It's going to cost more than we thought . . ."
    - d. schedules — everything takes longer than you think it will, especially vendors

II. WHAT *NOT* TO EXPECT FROM A GRANT

- A. Indefinitely continued funding — you need a plan B
- B. Solutions to ongoing problems — funding is not a solution, but a means to help implement solutions (solutions come from genius or from planning; I'd count on planning if I were you)

III. THREE STEPS IN WRITING A GRANT PROPOSAL

- A. Planning — figuring out what you need the grant for & how you will use it
  - 1. Components of grant planning

a. define need — the more carefully you define your need the more likely you are to be funded
b. select options — what is the most reasonable, appropriate or cost effective means to meet the defined need
c. define approach — how will we go about implementing the options chosen to meet the need (this is the beginning of your actual plan of work)
d. project costs — don't guess, do research, push a pencil, ask your neighbor, call vendors
e. set schedule — (then add 25 percent because the project will take longer than you expect; do *not* apply this formula to d.)

NOTE: The more time you spend planning a project the more likely it is to be funded and the more likely you are to complete it successfully.

B. Research — finding out who funds your kind of need
1. Is your institution eligible?
2. Is your project eligible?
3. Will the funding agency give you enough money?
4. Will they give you enough time to complete the project you've outlined?

NOTE: If the answer to B.3 and B.4 is "No," back up to A.1.b and see if there is a way to scale down or reorganize your project so B.3 and B.4 can be answered "Yes." If not, look for another funding agency.

C. Preparation — writing it the way the funding agency tells you to
1. Read the guidelines and instructions straight through; then read them again
2. Outline your application
3. Address all questions in the application
4. Write in plain English — avoid jargon or bureaucratese at all costs (even if that is what the funding agency speaks)
5. Make it brief — it's the proper length (whether it's 2 pages or 20) when it is just long enough to clearly present your proposal, but not long enough to put the reviewer to sleep.
6. Turn it in on time or don't bother — don't even *think* of asking for an extension

NOTE: Rhetorical flourishes and purple prose do not impress reviewers — at least not positively. They also do not communicate information. Save them for your political campaign.

IV. COMMON MISTAKES IN GRANT WRITING

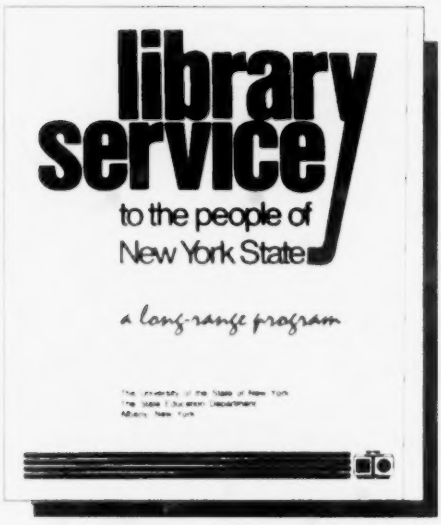
A. Wrong agency — "This is a good proposal, but it's not the kind of project we fund"
B. Poor planning
C. Poor writing — lots of words but no information
D. Poor organization — "Where do they talk about research value? I can't find it."
E. Making assumptions — don't assume reviewers know something about your institution or project; if it's relevant tell them (if not leave it out)

NOTE: Reviewers will also not assume that you know how to do something properly unless you tell them how you plan to do it.

F. Budget padding — reviewers know how much things cost and how to get the most for their money; they will expect you to do the same.

NOTE: Inflating the value of the institutional contribution to the project is a sure way to deflate a reviewer's ratings.

THE FEDERAL LIBRARY SERVICES AND CONSTRUCTION ACT PROGRAM REPORT, FY 1988



The FY 1988 report on the Federal Library Services and Construction Act appears on pages 00-00.

The chief responsibility for the LSCA program and its administration is assigned to the Division of Library Development. The Director of Library Development, the LSCA Program Officer, and the Assistant Commissioner for Libraries meet with the 12-member LSCA Advisory Council, representative of public, school, academic, special and institution libraries, including libraries serving handicapped persons. Also represented on the Council are users of libraries, including those representing disadvantaged persons.

The Advisory Council met in December, February and March to review and advise on the development of the FY 1989 plan, including the State long-range program and the annual program statements, and on the evaluation and reporting for FY 1987.

On December 9, 1987, the Council met to review the first drafts of the FY 1989 program documents. In addition to the long-range program and the Annual Program Statements, they approved the revised Supplement 1 *LSCA Program Purposes: Needs and Intended Actions* and a revision of Supplement 2 *Policy Guidelines on the Administration of LSCA Funds*. The Policy Guidelines document was first approved as part of the FY 1986 program.

On February 2, 1988, the Council met to give final approval to the FY 1989 program documents. Anne Mathews, Director of the Office of Library Programs, U.S. Department of Education, met with the Council to discuss her perspective on the State and national LSCA program.

On March 30, 1988, the Council reviewed and approved the final narrative report for FY 1987.

MEMBERS OF THE LIBRARY SERVICES AND CONSTRUCTION ACT ADVISORY COUNCIL 1987-88

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NEW YORK STATE LSCA PROGRAM, FY 1988 HIGHLIGHTS

- Of the $8.7 million[1] available in LSCA funds for New York State, approximately $2.3 million (26 percent) was expended by the State Library for statewide services; $6 million (69 percent) was expended for grants; and $.4 million (five percent) was expended for administration.
- Twelve of 15 LSCA-supported literacy programs pro-

[1]This figure includes Title II funds and a significant amount of FY 1987 carryover funds.

vided support for tutoring services to adult learners in public libraries. Some 3,445 students were tutored for a total of 168,820 hours. Other literacy activities included recruiting and training tutors, collection development and publicity.

- Union list projects supported by Title III funds added 17,335 titles to the statewide machine-readable union list of serials. As a result of projects initiated in 1979, by the end of 1988 more than 914,000 serials titles, or some 57 percent of the nearly 1.62 million serials titles, were under computer control.
- More than 850 people participated in State Library conferences, workshops and seminars on topics such as library trustee responsibilities, institution library services, and school library system planning. A total of seven continuing education programs were conducted.
- The New York State Interlibrary Loan Network processed 85,932 requests. Microcomputers are being used to provide direct access to the Education Department's computer to reduce telecommunications cost, and to speed interlibrary loan transactions.
- More than 200,000 people in 52 counties took advantage of the Family Reading Programs sponsored by 17 public library systems. These projects focused on serving families considered to be "at-risk." The projects involved library preliteracy and literacy activities for families to foster early literacy in young children and to encourage family members of all ages to become library users.
- Approximately 350 older adults attended Nassau Library System's Lively Minds programs. The programs focused on learning and stimulation of the mind.

INTRODUCTION AND RELATIONSHIP TO STANDARDS

The libraries of New York State are committed to meeting the information and cultural needs of a large and diverse public. The Federal Library Services and Construction Act (LSCA) and accompanying regulations establish requirements, specific purposes and priorities for the use of Federal funds. In New York State $5 million in LSCA Title I funds were matched by $36.5 million in State aid to libraries. In addition, the Legislature appropriated $35 million in other State aid for library services and $8 million for the operation of the State Library.

Library development in the State reflects the leadership shown by the Board of Regents, whose powers are provided for in the State Constitution. The Regents and The Commissioner of Education determine broad policy and standards for education in New York State. The Regents have adopted the following policy statement: "Every resident of New York State should enjoy timely and free access, through local libraries working within library systems, to a full range of informational resources and services provided without restriction of censorship or violation of privacy."

The more than 7,200 libraries in New York State are diverse — ranging from those the size of the Keene Valley Public Library serving 480 people and open 24 hours a week with a collection of 17,301 books, or a high school library serving 400 students, to the vast collections of research libraries such as the Columbia University Libraries and The New York Public Library. Each library, whether large or small, fulfills a specific role for its own user populations. Today, however, increasing costs, an information explosion, and the rising expectations of users are such that no library can stand alone; resource sharing is fundamental to the operation of today's library. To assist this resource sharing the Education Department and the library community have developed a system approach to library service. This encourages and helps libraries to work together in the development of coordinated networks to attain the goal of convenient free access. The library systems of New York State strengthen the services and enrich the resources of local libraries. They provide the structure within which continuing cooperation can take place.

The Federal Library Services and Construction Act requires each state to develop its own plan for meeting goals through means appropriate to its own situation and level of library service development. In New York State, library systems are the channel for distribution of Federal funds for programs to improve services. Each year, two-thirds or more of the Federal apportionment to New York State under Titles I and III is disbursed in grants to the 22 public library systems, nine reference and research library resources systems, and State institutions for service projects intended to improve priority services.

EXPENDITURES

Library Service to the People of New York State, 1987-92, outlined 9 program objectives and 49 specific tasks proposed to accomplish these objectives. The FY 1988 *Annual Program Statements* for Titles I and III described 18 projects and allocated funds for this program. This report described project accomplishments in relation to the program objectives. Appended are individual project reports, including those for 121 LSCA grants administered by library systems or state agencies other than the Education Department. Summarized, the projects in the *Annual Program Statements* are:

Actual Expenditures

Title I Projects	*State Funds*	*Federal Funds*
1. State Aid for Improvement of Library Services	$36,500,471	$0
1A. Grants for Improvement of Library Service Through Systems	0	2,949,589
1B. Grants for Strengthening Major Urban Resource Libraries	0	622,099
2. Institution Library Service	0	51,756
2A. Grants for Institution Library Service	0	79,995
2B. State Funding for Operation of Institution Libraries	2,221,035	0
3. Service to the Blind and Physically Handicapped Persons	374,824	160,103
3A. Grants for Services to the Blind and Physically Handicapped Persons	739,200	131,300
4. Strengthening the State Library	4,750,560	788,530
4A. Strengthening Library Development	432,853	722,648
5. Administration	539,638	380,854
TOTAL	$45,558,581	$5,886,874

Actual Expenditures

Title III Projects	*State Funds*	*Federal Funds*
1. Improved Interlibrary Loan and Database Operations	$729,796	$450,547
2. Serials Database Development	0	0
3. Reference and Research Library System Program for Interlibrary Cooperation	3,002,406	0
4. Regional Bibliographic Database and Interlibrary Resources Sharing	1,625,000	0
5. CONSER	0	142,966
6. School Library Systems	4,754,228	0
7. Grants for Interlibrary Cooperation	0	918,292
TOTAL	$10,111,430	$1,508,690*

* Includes FY 1987 carryover funds.

The largest portion of the LSCA funds from Titles I, II and III was expended in grants to systems and to other state agencies for operation of programs. Grants totalled $6,034,319 (including $672,292 Title I and $428,780 Title III Invitational projects) or 69 percent of the FY 1988 LSCA funds. Statewide service projects administered by the Education Department included (Title I) 2, 3, 4, and 5 and (Title III) 1, 2, and 5. Expenditures for these totalled $2,313,435 or 26 percent of the available LSCA funds. Statewide services included library development, interlibrary loan support, database development, publications, conferences, provision of special consultants in such areas as institution library service, automation, and library services to blind and handicapped persons. Administration costs totalled $380,854 (five percent of Titles I, II, and III).

The LSCA Title II funds totaling $1,333,044 were all expended for grants. Grants were made in for 31 projects, with matching funds from local sources totalling $19,581,131.

LSCA PROGRAM ASSESSMENT BY OBJECTIVES

Objective 1. Quality service for all persons in their local communities.

Task 1.a Provide to local libraries of all types information on the resources available to

their users (current and potential) through library networking.

Accomplishments

Three types of library systems — public, reference and research, and school — and the New York State Library provide information, materials and assistance to local libraries. The State Library served both systems and individual libraries in FY 1988 through more than 13,000 consulting telephone calls, 413 consultant visits, and 11 continuing education programs and conferences, with 781 participants.

Information on resources is becoming computer-based but also is available through more traditional means. Seventy-six systems publish newsletters to inform member libraries and others of available services. Systems reported using cable TV, workshops, community agencies, TV announcements, radio programs, learning networks, posters, and fliers to inform current and potential clients of resources.

- NYLINE, an electronic communication system supported by an LSCA grant, carried information about statewide library developments to public library systems, reference and research library resources systems, school library systems, and central and cocentral public libraries — 198 messages were sent, to almost 5,500 locations from the New York State Library in 1988.
- Thirteen LSCA grants were made to enable all types of libraries in 8 regions to continue conversion of bibliographic data to machine-readable form, improving access to system union catalogs.
- One LSCA grant to one reference and research library resources system for improved access to serials holdings provided public library users with complete and current information about resources.
- An LSCA grant supported a continuing education calendar distributed to all library systems by paper and by NYLINE.
- Fifteen Assistant Commissioner's Memoranda provided information about statewide library developments to public library systems, reference and research library resources systems, school library systems, regional networks, and central and cocentral public libraries.
- Two issues of *The Bookmark*, published by the New York State Library, discussed current library issues in Government Information and College and University Libraries. *The Bookmark* is distributed in quantity to all systems for system staff and trustees, and is mailed directly to all libraries that are members of systems.
- The 1987 edition of *Public and Association Libraries Statistics* was compiled and issued, detailing resources of the State's public and association libraries and public library systems. Also published were *Institution Library Statistics*, *Fact Book* and *Directory of College and University Libraries*; the *1987 Directory of Library Systems in New York State* was prepared.

Task 1.b Continue to seek new legislation favorable to library development in the State.

Accomplishments

The Regents 1988 legislative proposal for libraries was not enacted into law. The proposal would have provided increased aid to Indian libraries, public libraries and library systems, academic libraries, hospital libraries and reference and research library resources systems. In addition, there would have been increased aid for special programs such as Coordinated Outreach Services, Regional Bibliographic Databases for Resource Sharing, and Conservation and Preservation of Research Materials. Annual funding would have been provided for literacy programs and construction.

Task 1.c Provide materials and services designed to help functionally illiterate persons begin to use libraries.

Accomplishments

Thousands of adults and young adults who lack functional reading skills were served through LSCA-funded library literacy education projects coordinated by fifteen public library systems in 1988. $329,367 in LSCA funding supported library literacy projects that provided materials, space for tutoring, publicity and tutor training and recruitment services. In addition, several adult independent learner and outreach LSCA projects have literacy components. Most of the literacy projects were operated in conjunction with local Literacy Volunteers of New York State and Laubach Literacy community-based affiliates. In addition, at least four of the literacy projects have become active in local and regional literacy coalitions composed of representatives from libraries, adult basic education programs, literacy volunteer groups, colleges, public television stations, correctional institutions, governmental agencies, businesses and community groups.

Twelve of the 15 projects provide support for tutoring services for students in public library sites. In 1988, 3,445 students were tutored for a total of 168,820 hours. If volunteers were paid $7.00 an hour, the tutoring services provided would have cost a total of $1,181,740.

The Chautauqua-Cattaraugus Library System's Literacy Volunteer program is located at four sites, reflecting the need in such a rural area.

Clinton-Essex-Franklin added 294 volumes of adult new reader materials to support the activities of 5 LVA affiliates in its service area. Almost 400 new learners were served by this project.

The Mid-York Library System served 192 students with 24,000 hours of tutoring. Their oldest student is an 88-year-old man who began taking lessons at the age of 86. At a recent recognition dinner, he read a series of sentences demonstrating his new skills.

The Buffalo & Erie County Public Library cooperated with the Local LVA affiliate and sponsored four training sessions for tutors: Reading Resources; Asian Cultural Background; Cultural Sensitivity to the Hispanic Community; and Black American Students.

Finger Lakes Library System continued a literacy project which coordinates literacy activities in the region.

Other systems, such as the Mohawk Valley Library Association and Suffolk Cooperative Library System, used LSCA funds to hire coordinators or consultants to manage broad-based community literacy projects. Suffolk served 578 students with 34,680 hours of tutoring in FY 1988. Westchester Library System used LSCA funds to contract for literacy services with their LVA affiliate. The Westchester Literacy Volunteer Program is one of the largest in the country, with more than 833 students tutored for over 38,000 hours.

Nioga Library System served 394 adult learners by providing 40,976 hours of tutoring. That system continued using microcomputers as learning tools and used videotapes to train tutors. Thirty people attended a systemwide literacy workshop.

The Onondaga County Public Library sponsored conversation clubs for 84 foreign-born women and offered programs for their children at the same time.

Upper Hudson Library System recruited 138 adult learners who were tutored for 4,520 hours.

The New York Public Library served more than 1,000 people with its literacy program in 1988. They found additional classroom space in Paterson Community Center and Bronx Lebanon Hospital.

The Mid-Hudson Library System's literacy project has quadrupled the number of students served since FY 1984.

Task 1.d Provide materials and services to disadvantaged persons.

Accomplishments

Forty-four LSCA grants supported improved information to library users about learning and employment opportunities, citizenship, by supporting the purchase of bilingual materials, and providing for literacy training.

The Coordinated Outreach Program identified over 2 million persons in New York as culturally isolated and 3 million as educationally disadvantaged. LSCA grants provided approximately $546,696 to 17 library systems for Adult Learner, Job Information Centers/Education Information Centers. Over 400,000 users received such services as consumer information, educational counseling, homework reference services, literacy tutoring, assistance in career and job searching, resume writing, and Civil Service test tutorials through workshops, materials, and information and referral services.

System outreach activities resulted in creative, useful programs. Examples of these activities are:

- Buffalo and Erie County's Project LEAP offered 1,364 hours of special programs to 19,746 people as well as specialized services to urban populations.
- Upper Hudson's Outreach Services project serves the institutionalized, minority groups, and undereducated. More than 3,250 people attended 587 hours of special programming.
- The New York Public Library's Special Services Project offered 5,043 hours of special programs to 62,092 people. With the growing number of homeless people in New York City, the library provided inservice training workshops for staff on how to deal with this population.

Task 1.e Encourage libraries to seek out and serve minority persons.

Accomplishments

The 1980 census identified 4.7 million persons in minority groups in New York State. Data collected by the public library systems as part of the coordinated outreach program show LSCA projects in New York State serve minority groups through "umbrella" services and special targeted programs. These services develop central resources to serve multiple needs and specific programs such as the Pioneer Library System's Hispanic Outreach project ($18,100), serving the Hispanic population of Rochester and the Hamilton Hill Library project which serves a minority community in Schenectady (Mohawk Valley Library Association - $19,240). One hundred seventy-seven people attended 9 programs provided by the Hispanic Outreach project at Pioneer Library System. More than 3,000 items were circulated by this project. Special programs held for the Black and Hispanic residents of Hamilton Hill attracted 1,134 people to the library. More than 1,500 people were served by the Hamilton Hill project.

Fifty-three LSCA "umbrella" projects for children, adult learners, unemployed persons, people with physical handicaps, educationally and culturally disadvantaged persons, and institutionalized persons, serve minority people within such groups. In addition to convenient locations designed to encourage use of services

and programs, easy access is provided by vans and bookmobiles. All library systems with sizable minority groups report heavy use of outreach services and extensive community networking.

Task 1.f Strengthen services to persons with limited English-speaking ability by continuing to identify such users (and potential users) and providing programs and resources, including nonprint materials, for their use.

Accomplishments

State aid for Coordinated Outreach Services program provides $42,000 plus ten cents per capita for each of the 22 public library systems based on a plan for outreach services to designated groups. These plans identified over 3.2 million persons with limited English-speaking abilities. Funds have been used to provide bilingual training for staff in city branches where foreign-born groups are concentrated; to expand foreign language material collections; and to work with various community groups to provide English instruction for speakers of other languages.

Six LSCA grants totaling $95,443 were made to public library systems to acquire materials to provide services to people for whom English is a second language and to offer instruction to this segment of the community. The heavy use reported of these programs indicates how vital this service is to the community. Almost 3,400 people received instruction in these ESL programs.

Four LSCA outreach projects that specifically served bilingual needs were *LEAP* (Buffalo and Erie County Public Library); *SPECIAL SERVICES* (The New York Public Library); *HISPANIC COMMUNITY OUTREACH* (Pioneer Library System); and *OUTREACH* (Upper Hudson Library Federation). Through LEAP and its RAM van, the Buffalo and Erie County Public Library offered 1,364 hours of programming to 19,746 people. The New York Public Library provided a Spanish/English Directory of Community Services with supplements based on contacts with over 1,200 agencies. Regular bilingual staffing was provided to users at a Rochester (Pioneer) branch library located in the city's Spanish-speaking section. Upper Hudson provides ESL programs and literacy tutoring in libraries and local jails.

Task 1.g Encourage libraries to serve a growing population of elderly.

Accomplishments

Special emphasis in the *1988 Annual Program Statement* was given to projects serving the elderly. The response was terrific. In FY 1987, there were 5 projects targeting service to the elderly. In FY 1988, there were 14! Two radio long-term reading projects (Chautauqua-Cattaraugus Library System and Ramapo Catskill Library System) served more than 775 people, most of whom were elderly.

- The Chemung-Southern Tier Library System served more than 2,172 older adults with its Senior Information Center project. Special programs were held on such topics as: driving, healthy eating, moving, arthritis, quilting and dying.

  The Chemung-Southern Tier Library System also sponsored "Special Spaces for Special People: Living Spaces for the Elderly." Twenty people attended four presentations on constructing or adopting living spaces for elderly persons.

  Onondaga's Service to the Over 60s project attracted 124 people to its regional intergenerational conference. Fifty-seven programs were attended by 1,388 people. Program topics included: nutrition; quilting; tax assistance; crafts; gardening; music; and history.

- Six hundred people attended 16 programs provided by Westchester Library System's Services to the Elderly project.

- Twenty-nine libraries used grant money to purchase large print books.

- Southern Adirondack used its funds to sponsor 33 programs in 11 nursing homes. More than 1,600 people attended programs which included a magician, a troupe of dogs, musicians and an artist.

- Nassau Library System has had tremendous success with its Lively Minds project. Three hundred and fifty people attended a series of programs focused on learning. Sessions were planned to stimulate discussion and encourage the use of the mind.

- Mid-York Library System produced a special Books-By-Mail catalog listing only large print books as a part of their project. More than 1,000 senior citizens have been served through the Senior Citizen Information Centers.

- Chautauqua-Cattaraugus Library System created a newsletter of interest to elderly persons. More than 60 people attended a workshop on aging.

- Buffalo and Erie County Public Library used its Aids to the Elderly project to acquire 100 radio reading receivers, 57 telecaptioned decoders and 3 sound loop amplifiers. More than 560 people took advantage of borrowing the above items.

- Special programming for older adults was an integral part of Finger Lakes Library System's Services to Seniors project. More than 510 people attended 17 special programs.

- Because of Pioneer's Grandreading project, a gifted

10-year-old boy continues to read for residents of a nursing home. Other teens have been matched to elderly shut-ins and read aloud to them.

Task 1.h Encourage libraries to develop and improve services to children and parents, and to cooperate with community organizations, day-care centers, schools, and other agencies in extending such services.

Accomplishments

Because approximately 2.5 million New York adults need literacy services, thousands of preschool children in this State have never had a book read to them. Hundreds of babies are born to teenage mothers who do not communicate verbally with these children in the vital first months of their lives. Consequently, the Division of Library Development decided to commit $700,000 of Library Services and Construction Act Title I funds to help address the problem.

Capitalizing on the success of the 1986 LSCA-funded "Libraries Serving Youth" Statewide Planning Conference for youth services librarians, library administrators and regional system consultants, Division staff developed a Family Reading Program to help break the cycle of illiteracy by encouraging local and regional projects that would provide new and better services to entire families.

The State Librarian's announcement invited the 22 public library systems to design projects involving library preliteracy and literacy activities for families, especially those who are "at-risk," that foster early literacy in young children and encourage family members of all ages to become library users. The Family Reading Program also tied in with "The Best Gift" library card campaign sponsored by the American Library Association and the National Commission on Libraries and Information Science. It enabled libraries to integrate services for adult new literates with library services to their children.

Projects were approved for 17 library systems, who received up to $50,000 for each family reading program grant. The program began November 1, 1987 and in 11 months served more than 220,000 users. The 107 libraries in 52 counties involved in this project offered 1,293 hours of special programming with an attendance of nearly 40,000 adults and children. Almost 37,000 books were purchased and circulation of these materials was over 107,000 during the duration of the project.

The best feature of this invitational program was the fact that libraries of all sizes could, and did, participate. Queens Borough Public Library was the largest library involved in this LSCA grant program and Barneveld Free Library Association (part of the Mid-York Library System), serving a population of 396, was the smallest.

Each of the 17 approved projects took its own unique approach to the family literacy problem, developed around local needs and resources in the following ways:

Buffalo and Erie County Public Library — *Family Reading Program*

"Lapsit" programs for at-risk families, along with regular story hours, professional storytellers and a mime were used to bring families into the library. Parents and caregivers were given assistance with book selection.

Chautauqua-Cattaraugus Library System — *Parent/Child Reading Program*

This project offered: in-service training for librarians on serving parents, shared reading activities for parents and children, programs for parents to encourage them to read to their children, as well as presentations for agency personnel who deal with parents. Several programs were targeted for teen mothers.

Chemung-Southern Tier Library System — *From the Library*

Programming for teen parents, storyhours for young children and other parent education programs were complemented by the use and loan of 120 "Books Plus" kits which contained books, toys, activity suggestions and other theme-related items. Brochures, demonstrations and newspaper articles helped publicize the activities which brought in over 8,000 participants and resulted in hundreds of new registered borrowers at member libraries.

Finger Lakes Library System — *Parent/Children Reading Project*

Member librarians were provided with in-service training on family programs. Mercer Mayer autographed books as a special program at one of the libraries.

Four County Library System — *Family Reading*

The System distributed 3,000 flyers through schools and to participants in the WIC program and adult literacy programs. Baby-sitting for children under the age of two was offered so that parents and older children could fully participate in the family programs.

Mid-Hudson Library System — *Reading Together: A Family Literacy Program*

A "My Library Loves Me" logo on buttons, stickers, and summer reading program materials were distributed. Radio spots were aired on both AM and

FM channels, targeting blue collar workers ages 16-45. A special brochure, written at a very low reading level, urged functionally illiterate adults to bring their children to the library.

Mid-York Library System — *Family Reading Program*

The Birthday Club program rewarded parents who registered their children at the library with a "birthday card" sent on the child's birthday which could be exchanged at the local library for a system-produced coloring book. More than 1,100 children have been registered. Programming kits were designed to enable member librarians who had never before presented a program to do so.

Mohawk Valley Library Association — *Library Family Centers*

Staff videotaped four presentations for parents on the importance of preliteracy activities for children. The program also included setting up "Family Reading Centers" in member libraries and presenting programs for children and parents such as: bedtime story hours, author visits, puppet and animal shows.

Nassau Library System — *"Babywise" Family Reading Grant*

Social service agencies helped libraries reach at-risk families and distribute "Welcome, Baby" packets. Library programs for infants and teen mothers were a special focus. The system received grants from European American Bank and Chase Manhattan Bank as well as funding from six libraries to distribute 930 copies of *Goodnight Moon* in the packets.

Nioga Library System — *Let's Read Together*

Use of Theme Packages and Activity Kits (destined for distribution to member libraries) was demonstrated at an in-service workshop. One of the storytime sessions was taped and run several times on the local Cable television station.

North Country Library System — *Family Literacy*

Story Time boxes and collections of read-aloud materials were created and loaned to member libraries. Children's authors Cindi Wheeler and Hope Marston spoke to parents at eight libraries on the importance of sharing books with preschool children.

Onondaga County Public Library — *Reading Begins at Home*

Program logo refrigerator magnets helped publicize the program to targeted low-income families. Videotaped presentations for parents were shown on local Cablevision and "Reading Fitness" packs developed for member libraries.

Pioneer Library System — *Reading Begins at Home*

A charming logo of a parent bear and child bear reading together was used to promote this program. A flyer developed for literacy students was distributed through volunteer tutors. This project assisted many small member libraries with their first programming experience.

Queens Borough Public Library — *Read-Aloud Project*

Techniques and benefits of reading aloud were demonstrated to literacy students, parents, other caregivers and youth services providers. Jim Trelease's film based on his *Reading Aloud Handbook* was used at 10 of the programs. One workshop was conducted in Spanish. Participants were recruited from shelters for the homeless, community agencies, schools and day-care centers.

Ramapo Catskill Library System — *Family Reading Program*

The Project Coordinator made 8,300 community contacts and distributed "Reading Is Sharing" brochures. Children have picked up 2,000 "I Love My Library" kits from member libraries.

Southern Adirondack Library System — *Family Reading Program*

Eight member libraries sponsored four system-organized programs for children and parents and provided "matching" series of four programs of their own. Each library received money for materials to complement the programs.

Suffolk Cooperative Library System — *Family Reading Program*

Fourteen libraries showed Jim Trelease's "Reading Aloud" film. Concept Kits were prepared and demonstrated at in-service training sessions.

Other parent/child-related programs included:

Four County Library System — *Parent-Child Pre-School Interactive Learning Centers*

Twelve theme-based experience kits, based on 108 children's books, were developed, incorporating pre-reading skills. These "Partner Pre-School Kits" were distributed to 12 small, rural libraries to use as parent/child centers to learn, share, speak and read together.

Pioneer Library System — *Parenting Information for Better Beginnings*

Targeting educationally and/or economically disadvantaged parents between the ages of 14-24, Pio-

neer's program provided $12,000 worth of low-reading level and non-print parent education materials for loan to member libraries. Publicity included distribution of 30,000 brochures, and hundreds of bibliographies and information packets through member libraries, human service agencies, schools and local businesses. Twenty programs were presented for parents and caregivers.

Nioga Library System — *Better Beginnings for Preschoolers*

Evening programs for parents and in-service training for early childhood educators were held at member libraries. Model literature-based programs were conducted for three local day-care centers with an accompanying series of three parent workshops. The system provided supplementary materials and publicity for the programs.

Queens Borough Public Library — *Toddler Learning Center: A Parent & Child Workshop*

The project consisted of a five-week series of programs at the central library and nine branches consisting of parent/child interactive experiences involving educational play periods and introduction to child development concepts and resource persons.

Task 1.i Increase efforts to reach potential users.

Accomplishments

Each of the more than 50 AIL/JIC, literacy, and other outreach projects funded by LSCA reported new users who were not previously aware of available library services or who were unable to use conventional materials and programs.

Four LSCA grants, totalling $190,972, have attracted new users to libraries and made local organizations aware of library services:

- Brooklyn's The Child's Place attracted 21,314 preschoolers and their parents with 770 hours of special programs in 1988.
- Programs About Life was a project of the Clinton-Essex-Franklin Library System to reach young adults in their service area. Special collections of materials on topics of interest to young adults, such as relationships with family and friends, sexuality, teen pregnancy and substance abuse, were sent to various member libraries. One hundred and twenty-five young adults were directly served by this project.
- Westchester Library System continued Project READ, which attracted young adults to the library. An annotated bibliography entitled "Top 20 Countdown" was produced to entice young adults to read. More than 945 young adults became users of this project.

In addition, Westchester Library System initiated the Homework Clinic project. Both library sites for this project provided individualized and trained adult intervention to support and give homework assistance to children after school. Forty children per week were helped by this project.

Task 1.j Review outreach needs and services as a part of the comprehensive study of library systems and services; revise definitions and programs as needed.

Accomplishments

It was the decision of the statewide systems study advisory committee that an assessment of user needs was beyond the scope of the systems study. The study will include some investigation of the range of current outreach services and their costs. Recommendations relating to outreach in the final report, due January 31, 1989, are expected to be limited.

Objective 2. Improvement of library systems, their resource libraries, and further development of intersystem cooperation making it possible for libraries of all types to serve their readers effectively and more completely.

Task 2.a Complete a comprehensive study of library services and systems as a basis for planning for library services in the 1990s.

Accomplishments

Phases I and II of the Systems study, completed in 1987, developed the goals and objectives for the study, appointed advisory groups, and selected a consultant firm to conduct the study. The third phase, the collection of information upon which to base recommendations, began in October 1987 when the consultant firm (King Research) developed a data collection and analysis plan. The study strategy stressed involvement of the field at all stages through a census of systems including a cost study, a workshop for system directors on the cost study, a random survey of member libraries, visits to systems, interviews with all system directors, meetings with system members at their system headquarters, and meetings with interest groups. The statewide Advisory Committee continued to provide guidance to the Division and the consultant firm throughout the process.

In August, a short preliminary document was prepared and mailed to 3,000 libraries and systems for input. Hearings were held at the end of September in six of the nine library regions of the State with the

remaining three to be completed in October.
The study is projected to end with the receipt of the final report by January 31, 1989. Implementation efforts will focus on building consensus and the benefits of cooperation among the various library segments and geographic areas of the State.

Task 2.b Encourage cooperative programs that enable systems to provide needed resources and services to member libraries.

Accomplishments

State aid supported public library systems, reference and research library resources systems and school library systems emphasizing cooperative programs and resource sharing. Programs that illustrate shared resources and provide improved services are:

- Twenty-two grants totaling $6.3 million to public library systems for the further development of 26 central and cocentral libraries.
- Twenty-two grants to public library systems to improve outreach services to persons who are educationally disadvantaged, are members of ethnic or minority groups in need of special library services, are unemployed and in need of job placement assistance, live in areas underserved by a library, are blind, physically handicapped, aged or confined in institutions. Each system received a base grant of $42,000 plus ten cents per capita for the population of its service area, a statewide total of $2.7 million.
- $175,000 in grants to public library systems for library service to inmates of county jails and $340,000 for service to inmates of State correctional facilities.
- $234,498 State aid to two libraries on Indian reservations to provide local service and to enable them to join public library systems.
- State aid to the nine reference and research library resources systems was $230,000 per system plus $1.15 per square mile and five cents per capita, a total of $3 million statewide.
- A State aid program of $1.3 million for improved library service in hospitals was administered by these systems.
- One hundred seventy-four grants amounting to $1,324,114 to academic libraries for coordinated collection development were also processed and recommended for approval by these systems.
- NYSILL/RML Library Service Coupons for interlibrary loan among medical libraries were distributed by the State Library, and the use of the coupons was monitored by the reference and research library resources systems.

Task 2.c Seek additional State funds for support of library systems, for strengthening the research collections of the major research libraries participating as resource libraries in the NYSILL program, and for conservation of library research materials.

Accomplishments

As a result of enactment of Regents 1986 legislative proposals, $53.4 million was appropriated for public library systems, including $5.6 million for The New York Public Research Libraries, and $6.3 million for central libraries. An additional $3 million was appropriated for reference and research library resources systems and $328,000 for reimbursement to NYSILL resource libraries for interlibrary loan transactions. In addition, each of the major academic research libraries received grants from a $1,320,347 collection development program by agreeing to participate in interlibrary loan and in planning regional collection development programs.
State funds for conservation of Library materials continued at the level of $1,840,000. A $141,338 grant from the Office of Preservation of the National Endowment for the Humanities was received for expanding technical assistance to grant applicants and recipients and initiating education and outreach efforts. Two additional staff members were hired in early 1987. These positions are temporary for the two-year grant period, April 1987-April 1989. Matching funds were received from the Andrew W. Mellon Foundation and from New York State Challenge Funds in the 1986/87 State Executive Budget.
Seventy-five applications for the discretionary grant were received requesting $988,243. A total of $500,000 was awarded to 48 libraries and other agencies to preserve unique library research materials.

Task 2.d Conduct a systematic review of public library system plans of service to examine current practices, update when appropriate, and suggest options for the future.

Accomplishments

The Brooklyn and Suffolk library system plans of service are being revised.

Task 2.e Cooperate with public library systems, library educators, and other appropriate groups to assess continuing education needs and carry out recommendations of the Statewide Continuing Education Advisory Committee.

Accomplishments

The Statewide Continuing Library Education Commit-

tee, formed to address continuing education priorities, formulate action plans and to advise the State Librarian, continues to address issues as they arise. The Committee, through the Continuing Library Education Consultant, provides liaison to the New York Library Association Continuing Education Committee, which develops and arranges the CE activities at the Annual NYLA Conference.

The Resources Person Referral File, a file of quality resource persons available to aid library systems in continuing education activities, has expanded to include speakers who specialize in school library system topics.

The Consultant monitors CE workshops throughout the State and helps in developing workshops where a need is perceived. During FY 1988 the New York State Library offered the following continuing education workshops: School Library System Conference, December 1-2, 1987; Legislative Intent Seminar, February 10, 1988; Newspapers and Newsmakers Program, March 24, 1988; Government and the Media Seminar, March 24, 1988; Institution-Outreach Workshop, May 12-13, 1988; Researching United Nations Documents Workshop, May 27, 1988; Library Trustee Institute, September 23-24, 1988. In addition, the Consultant assisted in the development of the following LSCA funded workshops — Nioga Library System Regional Trustee Workshop and Upper Hudson Library System Regional Trustee Workshop.

The South Central Research Library Council, through an LSCA grant, produces a monthly calendar, SPECTRUM, which provides convenient and timely notice of continuing education events for library staff members in Upstate New York. SPECTRUM has a readership of 3,750. This calendar continues to be available by electronic mail through the use of ALANET and the New York libraries affiliate NYLINE.

Task 2.f Strengthen major urban resource libraries as Federal funds become available.

Accomplishments

The seven Major Urban Resource Libraries (MURLS) participating in the $622,099 program were: Brooklyn Public Library, Buffalo and Erie County Public Library, The New York Public Library, Onondaga County Public Library, Queens Borough Public Library, Rochester Public Library, and Yonkers Public Library.

- Brooklyn purchased 6,720 items for reference collections in the library's nine major divisions and 210 video tapes.
- Buffalo purchased 1,576 books in such areas as Indians, computers, art, language studies, fiction, technology, business, social problems, and 135 cassettes and 278 compact discs were purchased for the visually handicapped.
- New York purchased 7,668 items and entered 4,485 into the MILCS online database to enhance the in-depth subject collections and foreign language collections at the Central Library for The Branch Library System.
- Syracuse added 649 volumes on literature other than British & American, philosophy, psychology and 581 classical music compact discs.
- Queens purchased 6,680 items in the areas of music, literature, arts, language, history, biography, social sciences, science and technology.
- Rochester purchased 1,167 items to augment collections of the history, local history, science, literature, art, education, business, and audiovisual divisions of the central library.
- Yonkers strengthened reference services by purchasing books and subscription indices in the fields of business, technology, finance and economics.

State aid through Education Law and the Executive budget provided $863,000 for the Schomburg Center for Research in Black Culture, which is part of the Research Libraries of The New York Public Library. Funds were used for specialized staff and materials to further strengthen this unique statewide resource.

Task 2.g Reexamine the NYSILL program; cooperate with OCLC, RLIN, and UTLAS; and make recommendations for future network development.

Accomplishments

Recommendations made in the January 1986 report on the Redesign of Interlibrary Loan in New York State by Ringgold Management Systems, Inc. will be reviewed against those in the study of Library Systems in New York State by King Research Inc. before structural changes are made in the NYSILL system.

Database and telecommunications recommendations made in the May 1987 *Libraries & Technology* report will affect interlibrary loan and network development.

The State Library continues to search NYSILL requests through RLIN via its search-only terminal. Six of the NYSILL referral libraries are RLIN members. In 1986 and 1987 the University Microfilms Article Clearing House, Ann Arbor, Michigan, became an additional NYSILL referral site for materials not available through the NYSILL Network.

Task 2.h Expand point-to-point interlibrary loan access and remote use of the State Library's online catalog.

Accomplishments

The State Library introduced a new, faster use of NYSILL in 1986. Called Express ILL, the new service is based upon 1985 action in which all NYSILL transmissions sites were provided microcomputers. Thus NYSILL transmission sites have direct access to the State Library's online catalog. In addition to accessing the online catalog, the NYSILL transmission sites can automatically convert a bibliographic citation from the catalog to a NYSILL request. This speeds interlibrary loan service as requests are sent directly to the stacks for retrieval upon receipt at the State Library. Express ILL requests represent 27 percent of all requests received at the State Library. Turn around time has improved greatly, 93.4 percent of all Express ILL requests clear the State Library in two days or less and 88 percent of all requests received. The program which began July 1, 1987, to reimburse library systems for telecommunications charges in accessing the online catalog of the State Library continues.

The 1985 upgrade of NYSILL Telecommunications Network to microcomputers has provided each NYSILL transmission site the capability of referring an interlibrary loan request to up to four other NYSILL transmission sites or to four Regional Medical Library Network resource libraries in New York State.

Objective 3. Improved service to disabled persons.

Task 3.a Encourage use of regional library services to blind and visually handicapped persons.

Accomplishments

The New York State Library and The New York Public Library provide services to almost 46,000 blind and physically handicapped persons throughout New York State. The 22 public library systems cooperate with the regional libraries to make their services available to all citizens of the State eligible for these services.

The New York State Library for the Blind and Visually Handicapped, one of 56 regional libraries in the nation, provides books in special media, appropriate playback equipment and other library services to visually and physically handicapped persons. During 1987/88 the Library for the Blind and Visually Handicapped circulated 506,796 items to 21,802 individuals at home and in 1,709 institutions. The library was assisted in providing services by a growing statewide volunteer program

Other services provided by the New York State Library included:

- A quarterly newsletter (in Braille and large-print editions) sent to more than 16,000 readers, libraries and other agencies.
- 8,968 inquiries and service requests received on a toll-free recording device, 3,131 calls made to a talking terminal providing current information and the LBVH newsletter to readers statewide over a toll-free telephone line.

Specialized services provided to 798 public and private schools included consultation to establish service for the visually impaired, arranging for special needs, and immediate response to school and student requests.

Task 3.b Strengthen lines of communication between the regional libraries and other libraries, agencies and patrons and encourage libraries to cooperate with other organizations to extend and improve services to disabled persons.

Accomplishments

The assignment of playback equipment and inventory accountability are major responsibilities of the State Library as the Machine Lending Agency. Assisting with these activities are 20 Machine Sublending Agencies (SLAs). In addition to field visits, to SLAs, a newsletter was initiated (attached) which aids in instructing SLAs in procedures and policies to improve local talking book service.

Services provided by The New York Public Library included:

- Taping of books for loan
- Newsletters in large print and braille
- Training patrons in the use of a Kurzweil Reading Machine

In addition to the services from libraries for the blind, two public library systems offered radio reading programs as a result of Title I grants: Chautauqua-Cattaraugus ($30,000); and Ramapo-Catskill ($20,000). These two programs reached 825 households with local news and special programming.

Task 3.c Maintain a full range of services and a strong collection of special media materials for blind and visually handicapped persons.

Accomplishments

A collection of 506,796 special media items was maintained by the New York State Library for the Blind and Visually Handicapped (LBVH). A collection of 324,813 was maintained by The New York Public Library for the Blind and Physically Handicapped (excluding collections at two subregional libraries, the

Nassau Library System and the Suffolk County Cooperative Library System).

The automated circulation system at the New York State LBVH proved capable of sending out as many as 9,000 books per day, which, while more than could be handled, demonstrated the capability for future growth. More than 6,657 talking book machines were loaned in FY 1988, and a reserve of playback equipment was maintained. More than 2,900 volunteers helped repair playback equipment and promote service statewide.

Task 3.d Cooperate with agencies which serve hearing-impaired persons to provide to library systems information about deafness and its implications, along with resource materials to help meet the library information needs of persons with hearing impairment.

Accomplishments

The New York State Library distributed copies of a planning guide for libraries to celebrate Deaf Heritage Week. This publication, *Planning the Celebration of Deaf Heritage Week: A Guide For Public Libraries*, by Alice Hagemeyer, was mailed out to all library systems directors in New York State.

The Brooklyn Public Library provides adult independent learning information and job information for the employed and unemployed with special attention given to informational needs of people with handicapping conditions.

The State Library also cooperates with St. Mary's School for the Deaf in Buffalo to make information and technical assistance available to librarians.

The Nioga Library System provided two services that were of help to the hearing-impaired in their area. Access to group presentations was improved for those with hearing difficulties through the provision of a portable assistive listening device. This was used for system-sponsored meetings and has been loaned to member libraries for other functions. A TV telecaption decoder (and carrying case) was purchased and is available for loan through the system and its member libraries. Both services have been publicized for greater use by those that need them.

Objective 4. Improved service to adult learners and others who use or could use the library as a resource for general, cultural or vocational education.

Task 4.a Provide technical and consultant services to public libraries, emphasizing staff development and continuing library education directed at improving adult services.

Accomplishments

The continuing library education consultant assisted library systems in the planning, securing of resource persons, and execution of continuing education activities through onsite visits and telephone consultation. Workshops listed under Objective 2 — Task e. were a major thrust of the consultant's activities.

Task 4.b Identify and secure additional sources of funding to assist local libraries to improve and increase services to adult learners.

Accomplishments

Systems sought and obtained small grants from local agencies and conducted local fundraising events to supplement and strengthen their adult learner programs. Several systems have received grants from the Gannett Publishing Foundation to support literacy services. Clinton-Essex-Franklin Library System has been particularly aggressive in obtaining funds from both the National Endowment for the Humanities and the New York State Council on the Arts to provide programs and educational opportunities for adults.

Task 4.c Encourage cooperation between libraries and other cultural and educational institutions and community-based organizations.

Accomplishments

Many of the activities funded through LSCA require close cooperation among libraries and other cultural and educational institutions and community-based organizations. One prime example of such networking is the Adult Independent Learner/Job Information Center Program. Seventeen systems received LSCA Title I grants totalling $685,385 to provide job, career, and education information and advisory services to 409,325 clients in their local communities.

Libraries in New York State that offer adult learning and job information services forge solid links with both traditional and nontraditional local, regional and statewide educational institutions to provide information to assist adults in continuing their education. LSCA funds have promoted and expanded networking between local libraries and such education institutions as local adult basic education programs; Education Opportunity Centers; two-year and four-year colleges; and nontraditional statewide programs such as Regents College Degree and Empire State College. Librarians collect, store, and dispense information to clients about the adult education opportunities available to them through printed directories like the Mid-York Library System's *Directory of Lifelong Learning* or through online databases such as Nassau Library System's "Education Hotline" or "Learning Connection

Hotline." The Warsaw Public Library (Pioneer Library System) now has a direct computer hook-up with Genesee Community College for course registration and descriptions.

In addition to strengthening library materials collections, LSCA Title I monies provide services such as individual career counseling and resume advisement; programs on the job search and career and employment opportunities; job clubs; programs to assist clients in starting small or home-based businesses; access to computerized guidance systems such as the System of Interactive Guidance and Information (SIGI) Plus, DISCOVER and the Guidance Information System (GIS); and employment-related information and referral systems such as JOB LINK, a computerized database that lists local job openings in Nassau County. Several projects added relevant videotapes and microcomputer software for job hunters and career changers to their collections. The Buffalo and Erie County Public Library's Lifelong Learning Center, which served 28,410 with a $35,925 grant provides public access to five microcomputers for use in resume preparation and skill enhancement.

Several of the projects, including those at The New York Public Library, the Nassau Library System, the Mohawk Valley Library Association and the Mid-Hudson Library System, employ librarians or counselors who provide individual learners advisory services and assist clients to obtain their degrees or learn new skills. The Buffalo and Erie County Public Library cooperates with Catholic Charities to provide a job club in addition to individual counseling. Some 16,272 people received one-on-one counseling at 13 of the 17 projects. In addition to promoting local lifelong learning opportunities, several project libraries have offered their own continuing education programs for adults. The Nassau Library System continues to offer a series of "Independent Scholars Roundtables" in two local libraries which has drawn national attention. Twenty-four roundtable sessions were attended by 351 scholars.

In addition to their work with educational institutions, project librarians also create and maintain strong links with local government agencies, service groups and community-based organizations working with unemployed and underemployed persons. Librarians often are members of, or even lead, community-wide economic development and employment committees. Such community-wide committees are composed of representatives from such groups as Private Industry Councils, Job Training and Partnership Act agencies, health and social welfare services, voluntary action centers, chambers of commerce, employment centers and agencies, senior service groups, cooperative extension services, displaced homemakers, and professional education and counseling associations. The Buffalo and Erie County Public Library initiated a Buffalo Area Employment Counselors Network in 1988 where librarians, counselors and other providers of services to the employed and underemployed can share information, cross-training and avoid duplication of services. Project staff use these cooperative links not only to collect up-to-date information about employment and retraining opportunities but to inform other groups about the library's services and to encourage agency representatives to use the resources and to refer clients to the library. The Nassau Library System sponsored a unique conference in 1988 "Business & Education: Partners for Productivity" which drew together, for the first time, more than 400 leaders of education and corporate businesses to consider new options for attracting, retraining and developing employees and to encourage and support those who educate adults to meet today's real needs of employers and employees.

Several library systems offer employment services to special target groups. The Clinton-Essex-Franklin Library System conducted over 58 hours of programming related to job-seeking skills for nearly 835 inmates at six State and one Federal correctional facilities. Each facility was visited every four-six weeks. The Brooklyn Public Library provides a Job Search Club for women that had 929 participants. Another 553 people with special needs received help with adaptable equipment such as the Kurzweil and Visutek. The librarian was able to steer a young hearing-impaired woman to colleges offering special vocational training for the hearing impaired, to sources of job opportunities for hearing impaired and financial aid for the disabled. Three libraries in the North Country Library System provide job and career information to blue-collar workers in geographically isolated, rural communities with high unemployment rates. The Crandall Library in Glens Falls (Southern Adirondack Library System) produces a bimonthly publicity piece, targeted for low-income residents, that is distributed through the library and through local human service agencies. Crandall also targeted people interested in starting a small business in 1988 and offering two "Small Business Start-Up and Survival Seminars" attended by a total of 209 people. Two systems, Mid-York and Nassau, placed special emphasis on providing information and materials about the impact of the Immigration and Reform Control Act on job seekers and employers during the project period. The Brooklyn Public Library provided career and education programs to residents of Employment Shelters for the Homeless. Overall, 17,676 people attended 1,689 hours of group workshops and special programs sponsored by 13 of the 17 projects.

Task 4.d Seek State support to institutionalize and expand the EIC program.

Accomplishments

There are now seven State-supported Education Information Centers operating in New York. LSCA funds have been used to strengthen, expand, or supplement the basic support of these centers. In 1988, the Brooklyn Public Library strengthened their EIC with a $71,693 grant which enabled them to provide ongoing reference and special needs services to 139,987 persons. Brooklyn was able to acquire new materials on the subjects of education, career and job information; provide facilities, equipment and services to patrons with physical and mental disabilities; provide up-to-date resources of interest to patrons who have handicapping conditions; and provide referrals to outside agencies for counseling not within the scope of the Education Information Center. EIC staff conducted 68 class visits and tours with a total attendance of 1,018. They answered 23,307 questions about Civil Service Examinations.

Task 4.e Seek State aid funds to expand public library services that assist adults to increase their literacy skills.

Accomplishments

In April 1986, State aid legislation was passed that authorized $400,000 for discretionary Adult Literacy Services grants to public libraries. In order to be eligible for these grants, libraries were required to cooperate with schools, colleges, volunteer programs and/or community-based organizations offering literacy services. Projects began October 1, 1986. Forty-nine projects were funded and ranged in size from $600 to $20,000. These projects purchased books, computer software, microcomputers, video equipment and publicity prices. Although these grants were relatively small, they allowed individual libraries to provide some of the "extra" that wouldn't have ordinarily been possible. Unfortunately, no funds were allocated for this program in the 1988-89 State budget year.

Task 4.f Review outreach needs and services as a part of the comprehensive study of library systems and services; revise definitions and programs as needed.

Accomplishments

Although the system study was not begun during FY 1987, a staff person was hired and preliminary work for the study was accomplished. Outreach needs and services will be a component of the comprehensive study of library systems.

Objective 5. Development of library service to residents of institutions.

Task 5.a Provide staff assistance and consultant service for the planning and development of institution library programs, emphasizing basic support from the agencies which administer the institutions and backup services from the agencies and library systems.

Accomplishments

LSCA funds provide two types of services to institutions. A consultant aids institution administrators, librarians and others through consultant services. Grants are awarded to State agencies operating residential institutions.

This year the program:

- Assisted State institutions through 5 visits and 300 telephone calls.
- Continued work with the coordinator of library services and librarians in the Department of Correctional Services concerning information and referral services and advised on improvement of library services.
- Continued work with Division for Youth library coordinator in the development of library services in facilities.
- Released State grants totaling $389,000 for public library service to inmates of State correctional facilities.
- Granted LSCA funds to the New York State Office of Mental Health and the Division for Youth.

Task 5.b Provide information on effective institution library services and disseminate information through conferences and workshops.

Accomplishments

Annual Reports for 1986-87 have been collected from State institutions libraries and summarized for publication in the *Institution Libraries Statistics*.

The consultant worked with the Outreach consultant of the Division of Library Development and a committee representing state agencies, individual institutions and public library systems to plan and present the annual workshop for library and administrative personnel of institutions, public library outreach coordinators, the New York State Library, and others concerned with institution library service.

Approximately 140 people attended the Institution and Outreach Library Workshop held on May 12-13, 1988, in Albany. The workshop focused on various topics such as microcomputers as management tools;

space utilization; marketing your information; and Aids: Mythology and Libraries.

Task 5.c Encourage libraries to pay particular attention to the needs of elderly persons in institutions.

Accomplishments

While on field visits, the consultant underscored that it is important that institution librarians be aware of and provide resources to meet the specialized information needs of elderly persons.

Objective 6. Effective use of technology to improve services and efficiency.

Task 6.a Further develop machine-readable bibliographic and locator files for monographs and serials.

Accomplishments

The development of the monographic and serials databases with State and Federal funds continued in 1988. These databases consist of 136 million records and are represented by over 53 million records in machine-readable form. This is approximately 39 percent of the combined monograph and serials databases.

Monographic databases:

- The Capital District Library Council had as its goal to improve access to the regional resources through online database retrospective conversion of monographs. The project converted 26,884 records, 22,168 into the OCLC database and 4,716 into the Brodart database.
- The Central New York Library Resources Council carried out two conversion projects. One project converted 19,256 records of seven libraries (academic, public, school). The other converted 33,144 records of seven other libraries (academic, public, school, special).
- The Long Island Library Resources Council had two projects intended to expand the regional and statewide bibliographic databases and increase access to materials widely held in various subject fields. The first project converted 3,300 titles in maritime history and 927 Tibetan. The second project converted 30,000 titles at the SUNY Stony Brook main library, 1,700 titles at Southampton Campus of Long Island University, and 40,000 titles in the Nassau School Library System.
- The New York Metropolitan Reference and Research Library Agency, Inc. (METRO) project supplemented the State's Regional Databases program by adding both unique and ubiquitous records into the database. 3,095 records were added to RLIN and 6,542 records added to OCLC.
- The Rochester Regional Library Council completed two conversion projects. The first project converted 14,342 records from discrete collections of public, academic, and corporate libraries. Thirty-one percent of the titles converted were unique to the OCLC database. The second converted 12,034 titles, of which 23 percent were unique, from academic libraries into OCLC and 28,523 ubiquitous records from school libraries into Brodart.
- Two conversion projects were administered by the South Central Research Library Council. The first increased opportunities for resource sharing by converting 32,925 records from important academic and special library collections on RLIN and OCLC. A high percentage of the items converted in this project were unique and scarce. The second converted 45,091 records from academic and school libraries into OCLC and Brodart. All of these records were ubiquitous.
- The Southeastern Library Resources Council converted 78,887 records into the region's union catalog (CATFICHE) to provide increased access to these resources by all member libraries. These records reside on the Marchive database from which microfiche copies are produced and distributed to participating libraries in the region.
- The Western New York Library Resources Council oversaw two conversion projects. One project converted 7,167 unique and scarce records from a public and special library into OCLC. The other converted 49,682 ubiquitous records from academic, public, and school libraries also into OCLC.
- The New York Public Library's project continued the building of the Metropolitan Interlibrary Cooperative System (MILCS) database which is resident on The New York Public Library's LIONS (Library Information Online Network System) computer system. This project added 149,972 titles and 795,524 holdings to the database for participating libraries in the metropolitan New York and Long Island regions.
- The Westchester Library System completed three years of converting the records of member libraries into the system's online catalog which is on the Utlas database. This year's project added 60,000 titles and 300,000 holdings to that database.

Serials Databases:

- The New York Metropolitan Reference and Research Library Agency (METRO) continued the development of the METRO union list of serials by adding 17,335 records to OCLC and RLIN.

Task 6.b Sponsor appropriate studies to plan and design the technological components of a statewide network for a coordinated resource-sharing and document-delivery system.

Accomplishments

The Phase II Committee and the three task forces (Criteria, Linkage Standards, and Telecommunications) either completed all or the majority of their work in 1988. The Linkage Standards and Telecommunications Task Forces finished their work, the Criteria Task Force completed all but the last part of its assignment, and the Phase II Committee did a substantial amount of its work. The culmination of the work of all four groups will be the Phase II Final Report which will include reports from each of the three task forces. LSCA funds were used to support the work of the Committee and task forces.

Task 6.c Link the various automated (and generally dissimilar) library applications in the State, providing access to bibliographic and holdings records throughout the State.

Accomplishments

No projects were completed under this category. However, the Linkage Standards Task Force, noted above, recommended that one or more pilot projects be undertaken after work has been completed by a contractor to determine functional requirements and specifications for linking. This recommendation is an important step toward the achievement of this objective.

Task 6.d Assist cooperative regional planning that supports resource sharing and services.

Accomplishments

During 1988, $3 million of State funds were allocated for the development of a program to build regional bibliographic databases and to improve interlibrary resources sharing in New York State. Nine regional programs, representing all types of library systems, carried out projects that converted over 2.9 million bibliographic records into machine-readable form, provided improved access to the various national databases, extended and improved telecommunications between libraries and conducted several studies to improve automated services.

Task 6.e Integrate LSCA funds, State aid for regional bibliographic and database development and other resources effectively.

Accomplishments

State Legislation passed in 1984 and expanded in 1986 established grants to accelerate the conversion of data for regional automated databases and to provide for improved interlibrary resources sharing. Automation funds are available to convert records held by public, academic, school and special libraries through library systems. In 1988, the nine reference and research library resources systems and twenty-two public library systems received approximately $3 million to build regional bibliographic databases, improve access, develop plans and conduct studies.

Task 6.f Encourage and assist libraries of all types to make appropriate use of computers, including the experimental use and testing of new technological applications.

Accomplishments

It is estimated that of New York State's 733 public libraries, at least 400 have one or more microcomputers. In support of Library Development's goal to insure equality in the educational process for citizens of New York, funding was provided for computer awareness and computer literacy programs.

- The Chautauqua-Cattaraugus Library System obtained three Apple IIe computers for the purpose of a microcomputer literacy project. The units were placed in the following libraries: Fredonia, Little River, and Randolph. Each library conducted training classes for their users. The plan is for these libraries to obtain their own microcomputers and for the three micros obtained through the grant to be passed on to three new libraries for the same purpose.
- The Ramapo Catskill Library System was awarded funds to purchase 25 microcomputers with supporting software for their member libraries. Seven orientation programs were given to staff and there are regularly scheduled training sessions for library patrons.

Objective 7. Preservation of endangered library resources.

Task 7.a Provide technical and consultant services to public and other libraries on conservation/preservation planning and action.

Accomplishments

Action Plan. A needs assessment based upon an evaluation of discretionary grant proposals and project reports submitted during the past two years was used to outline a coordinated approach to statewide conservation/preservation activities. A draft of the Action Plan that resulted from this assessment was reviewed

on October 6, 1987 by a panel of five consultants to determine: 1) how well the plan identifies the preservation needs of the cultural institutions in New York State; 2) whether the approach described will be effective in meeting these needs; 3) how well the three components of the statewide plan have been integrated; and 4) whether the methods chosen to achieve the goals of the project are realistic.

The plan now outlines a program of activities to heighten awareness of the need of conservation by providing "special offers" on appropriate literature and audiovisual materials, advertise the assistance available through the Discretionary Grant Program through grant application workshops, and to promote preservation planning through an additional series of workshops focused on specific preservation activities or concerns.

Discretionary Grants. One of the major goals for the Discretionary Grant Program in the past year was to improve the quality of applications through increased technical assistance and, at the same time, to increase the number of applicants. Preliminary statistics compiled for the 1988/89 Discretionary Grant Program seem to indicate that we have succeeded. One hundred and fifteen applications were received for the 1988/89 Discretionary Grant Program, which represents an increase of 53 percent over the 75 applications received in 1987/88. In addition, there was a significant improvement in the quality of the applications as measured by the overall scores assigned by the outside conservation professionals who review each application.

These increases can be attributed directly to the five grant application workshops funded as part of the NEH Office of Preservation grant to support the Conservation/Preservation Program. The five workshops held in October 1987 were attended by 173 people from 129 institutions. Sixty-eight (59 percent) of the 115 institutions that actually applied for discretionary grants, and 28 of the 47 institutions receiving awards (also 59 percent) were represented at the workshops.

Five additional workshops were held in July and August 1988 in preparation for the 1989/90 grants. One hundred and thirty-nine people from 115 institutions attended this second series of workshops. Of the 115 institutions, 51 had applied previously for grants, 32 were past award recipients, and 26 had attended the grant application workshops offered the year before.

Task 7.b Encourage development of regional and statewide strategies for preservation and disaster preparedness.

Accomplishments

Disaster Preparedness Pilot Project. Staff mounted a pilot Statewide Disaster Preparedness Project for Library and Archives Collections with the help of the Northeast Document Conservation Center to provide cultural institutions with a plan for protecting their library collections from man-made and natural disasters. The project was intended to draft guidelines for institutions to use in writing their own disaster plans, conduct two two-day training workshops, develop a proposal for regional disaster assistance services, develop an evaluation method for determining the effectiveness of the pilot project and guidelines and make recommendations for continuing disaster preparedness training throughout the state.

The disaster preparedness planning workshops were held on April 18 and 19, 1988 at the Borough of Manhattan Community College and April 21 and 22 at the State University of New York at Oswego. Sixty-eight institutions were represented at the workshops. On September 9, 43 of the original 68 pilot project participants attended a follow-up workshop in Albany to discuss their problems and successes in implementing disaster plans. Staff from the participating institutions have been writing plans using guidelines during the project and submitting these to the Conservation/Preservation office for review and comment.

Task 7.c Administer the State aid program for conservation and preservation of library research materials.

Accomplishments

In 1988 State funds for conservation of library research materials continued at the level of $1,840,000. Each of the eleven comprehensive research libraries designated in the 1984 legislation receives an annual grant of $90,000 upon submission and approval of a detailed plan of their projected preservation activities for the year. In addition, $350,000 is available for coordinated preservation projects among two or more of comprehensive libraries. In 1988 three coordinated projects were funded: Microfilming of New York State Newspapers; New York Historic Map Preservation Project; and Preservation of Acetate-Based Audio Materials. A meeting of the program representatives from the 11 comprehensive research libraries was held on October 17-18, 1988 at the State University of New York at Buffalo to provide an opportunity for discussion of mutual concerns and to plan the next cycle of coordinated preservation projects.

Five hundred thousand dollars was available in 1988 for discretionary grant awards to libraries, archives, historical societies, and institutions other than the comprehensive research libraries. One hundred and fifteen applications were received for the 1988/89 Dis-

cretionary Grant Program requesting a total of $1,417,666. Awards were made to 47 institutions for projects such as microfilming manuscripts and rare printed books, professional conservation treatment of research materials including photographs, atlases and historic manuscripts, and general conservation surveys to assess collections conservation needs, determine environmental control requirements, and help set treatment priorities.

Task 7.d Encourage the use of documentary films and slideshows that inform staff and the public about preservation needs and recommended action.

Accomplishments

Teleconference "Fighting Slow Fires." On April 12, 1988, "Fighting Slow Fires," a one-hour teleconference sponsored by the New York State Library's Division of Library Development was broadcast on all PBS stations in New York. Studio panelists David Stam, University Librarian, Syracuse University Library, and Connie Brooks, Coordinator of the New York State Conservation/Preservation Program discussed preservation concerns with the moderator and answered questions from the public during the program. Viewers called in 41 questions during the broadcast, and to date over 200 evaluations have been received from viewers. Videotape copies of the program have been made available at cost to institutions across the country. To date 162 copies have been purchased.

Distribution of the Videotape "Murder in the Stacks." The sale and distribution of a staff training videotape called "Murder in the Stacks" was promoted through a special reduced rate offered by the Conservation/Preservation Program. The tape was produced by Columbia University and was financed in part through the Conservation/Preservation Program as a Coordinated Preservation Project. Seventy-five libraries and other agencies in New York purchased copies, and 22 copies were also purchased at the full price from 16 other states. Many of the videotapes were purchased by agencies such as library systems that plan to make them available to their members.

Objective 8. Construction and renovation of library facilities to improve service in systems and member public libraries and to provide access for the physically handicapped.

Task 8.a Seek appropriations for State aid for library construction, renovation and/or modification of public library buildings.

Accomplishments

Two million dollars in State aid in 1986 was allocated to 129 public library construction projects located within the 22 public library systems. More than 75 percent of these projects are renovations to make library facilities more efficient and attractive through general improvements or increased energy efficiency and/or accessibility for physically handicapped persons.

Four million dollars in additional State aid is being sought for some 202 public library construction projects spread across the 22 public library systems, as recorded in a September 1988 construction needs assessment survey conducted by the Division of Library Development.

Task 8.b Use Federal LSCA Title II and other funds as available to subsidize library construction and renovation.

Accomplishments

FY 1988 allocation, totaling $1.3 million, generated 40 applications offering $19.5 million in matching funds. Grants totaling the $1.3 million were made to 31 public libraries in May 1988.

Task 8.c Conduct an annual construction needs assessment within the State.

Accomplishments

Data supplied on September 30, 1988, by public libraries through their system headquarters in an annual statewide survey indicate that it would cost a minimum of $109.6 million to provide adequate facilities for some 202 public libraries throughout the State.

Task 8.d Continue the State-level and system-level planning processes to gain maximum value for construction expenditures.

Accomplishments

As required by Education Law and Commissioner's Regulations, each public library system must have a plan of service by which it will accept, review and make recommendations on construction applications. Plans must include a schedule of such actions, local funds matching requirements, planning and technical requirements, and procedures.

Objective 9. Improved school library media service to students and teachers.

Task 9.a Continue working with the Bureau of School Library Media Programs for the

sound development of school library systems.

Accomplishments

School library system membership now includes 693 public school districts and 359 nonpublic schools. The 46 school library systems serve 2,341,533 public school students and 104,816 nonpublic pupils.

Task 9.b Strengthen liaison between the Bureau of School Library Media Programs and Division of Library Development.

Accomplishments

The School Library System Coordinator and assistant work in each office, confer and report regularly. Field trips to individual school library systems and to regional meetings and conferences are made by the coordinator and assistant and staff from the Bureau of School Library Media Programs. The Division of Library Development and the Bureau of School Library Media Programs worked cooperatively to plan a conference held in December 1987. The focus of that conference was the role, the development and the responsibility of the school library system council and Director in their relationship to the school library systems, the superintendent and the BOCES/Big City Board, liaison group, the member library media centers, and to other systems and the larger library networking picture of the State.

Task 9.c Sponsor school/public library conferences to disseminate information on topics of current interest to library personnel.

Accomplishments

Library partnerships were promoted through participation in numerous regional and statewide conferences, workshops and institutes. Such conferences are the annual statewide "Parents As Reading Partners" conference, The Humanities in Education, and Learning Technologies Fair. Programs to improve school library service and school involvement in networking were provided at the annual conference of the New York Library Association. The Associate is a liaison to the School Library Media Section of the New York Library Association.

In the absence of a full-time youth services consultant, the DLD liaison works with youth services personnel at regional library systems. One meeting a year is held between State Library staff and the New York Library Association Youth Services Section representatives to discuss mutual concerns. The liaison also disseminates information on notable children's and young adult films, books, filmstrips, and other library resource award winners to school and public librarians. The DLD liaison is a member of the ALA/ASCLA/SLAS/Youth Services Division providing a link between the other 49 state libraries and the youth services personnel in New York State.

Task 9.d Foster cooperation between school and public libraries in appropriate programs of service to children and parents.

Accomplishments

An Associate in Library Services, who is the Coordinator of the School Library Systems, and a half-time Assistant in Library Services provide both consultant information on school libraries to the staff of Library Development and consultant information on all types of library systems to the Bureau of School Library Media programs promoting cooperation between public and school libraries.

A field committee of school and public librarians worked with staff from the Division of Library Development, the Bureau of School Library Media Programs and the Division of Humanities, State University of New York at Albany on a proposal resubmitted to the National Endowment for the Humanities in September 1988. The proposal includes plans for a major statewide conference to train 200 participants to provide humanities programming for young adults (ages 14-17) in local communities across New York State. The Conference program and follow-up regional meetings will also enable participants to train other librarians in their local regions.

Objective 10. Strengthening of the resources and services of the State Library to assure (a) the highest quality reference and research library service to the Executive, Legislative, and Judicial branches of State government[1]; (b) efficient and effective interlibrary loan, networking, support and specialized library services to libraries and clienteles; and (c) planning, coordination, leadership and State financial participation in the provision of library service to all the people of New York State.

Task 10.a Use the 5.5 million item State Library collection, the resources of 9 referral libraries and a computer-based telecommunications network to improve statewide network performance and to fill requests not satisfied by regional systems.

[1]This service is supported by nonmatching State funds.

Accomplishments

The State Library received and processed 85,932 interlibrary loan requests. Of these 38,903 (45 percent) were filled by the State Library and 24,572 (28 percent) were forwarded to the contract referral libraries.

Task 10.b.1 Maintain collection and staff strengths at the Library which will insure timely and effective response to interlibrary loan requests.

Accomplishments

The State Library added 17,653 new monographs, 128,915 serial issues in 20,505 titles, and 271,353 microform units to the research collections (all were purchased with State funds). The State budget for acquisitions was $2,264,658.

The use of ExpressILL by the NYSILL transmission sites (29.7 percent of requests received from them and 27.2 percent of total requests received) has greatly helped. In general, first day turnaround is 68.2 percent and 88.1 percent of all requests received are either sent, referred, or reported within two work days. For ExpressILL items, 78.9 percent are either sent, referred, or reported on the first day and 93.4 percent are done in two days.

Task 10.b.2 Improve reference staff quality through updating of skills and knowledge; improve timeliness of response to priority clients; insure that collection development practices are current and followed.

Accomplishments

More than 30 reference staff members attended training sessions in a variety of subject areas. These cross-training classes helped staff increase their knowledge of tools outside their normal subject areas in preparation for the consolidated reference desk. An expanded knowledge base helps staff make accurate referrals and respond effectively to questions that cross several disciplines.

Thirty librarians in Reference Services were trained in the use of online databases. This will enable them to provide better service to patrons.

Revision of the Reference Services Policy Manual was begun. One section of the manual indicates priorities for staff to follow to ensure priority clients are given timely service. The revised policy manual will ensure that staff act in an appropriate and consistent manner.

The Collection Development Policy was completely updated and revised for the first time in six years to reflect the current practices being followed in ordering material and to guide staff in selecting materials appropriate for the State Library's collection. Standard language and methodology recommended by the Association of Research Libraries was used in revising the policy to facilitate cooperative collection development.

Task 10.b.3 Provide persons incarcerated in New York State with timely and effective access to legal materials necessary to determine their legal rights.

Accomplishments

Staff streamlined service to people incarcerated in New York State facilities by developing a form for submission of requests for legal materials. A total of 1,708 letters/forms were answered. These contained 4,829 requests for citations that resulted in 53,754 photocopied pages. Posters were placed in correctional facilities outlining the services provided by the Prisoner Services Project.

This project supplements material supplied through public library systems by providing direct access to legal material in the State Library for prisoners in New York State correctional facilities.

Task 10.b.4 Increase state access to serial and newspaper resources by cataloging under the CONSER program.

Accomplishments

Bibliographic data and holdings information for 4,398 titles held by the State Library were added to the national serials and newspaper databases were added under the CONSER Program. Holdings records were also added to the national databases which totalled 6,796 holdings records. In addition 352 headings were established for the National Cooperative Cataloging Program (NACO).

Task 10.c Use new techniques to improve network performance and provide access to information resources (such as computerized databases or CD-ROM products) that are too costly or too new to be available as local resources areas.

Accomplishments

Over 5,000 searches were provided from over 630 computerized databases.

The State Library established an Electronic Reference Station (ERS) for the end user in February 1988. Included at the ERS are four CD-ROM products (NTIS, ERIC, CIRR, BPI) that are available free of charge for onsite patrons to use independently. (Three of these CD-ROM's index microfiche collections that the State Library holds.) In-depth subject, author and title access to these reports on microfiche is provided with no online charges. Also, at the ERS, library refer-

ence staff can do quick, ready reference database searches free for the onsite public user or to answer an obscure interlibrary loan request. The dial-up database services available here at BRS, Dialog, OCLC, RLIN, and the online catalogs of SUNY at Albany and RPI. By bringing together a variety of automated resources on the public floor, quick, up-to-date information is available to respond to onsite patrons.

Refinement of NYSILL's ExpressILL feature has had a major positive, impact on interlibrary loan service. Twenty-seven percent of all requests took advantage of this option. Of these, 78.9 percent were dealt with in one day and 93.4 by the end of the second day. As an experiment more sophisticated searching techniques were made available to 27 State agencies as well as the Senate and Assembly. Based on the success of this effort, it is hoped that distribution to library systems can begin soon. As a special service facsimile transmission of requested materials is now available on a cost reimbursement basis.

Task 10.d Support statewide public information programs designed to increase awareness of library services.

Accomplishments

Thirty-eight press releases were prepared and distributed to the State and national public and library press. Thirty-five radio and newspaper interviews were given. Materials were distributed for National Library Week and ALA Legislative Day. Libraries were represented on: the Regents Advisory Committee on Learning Technologies; the State Education Department's Adult Learning Services Council; the Education Department's AIDS Task Force; and the State Literacy Council.

Eight articles appeared in *Library Hotline* and five articles appeared in *Library Journal*.

Task 10.e Seek State funds for services heavily dependent upon LSCA funds.

Accomplishments

The Regents 1988 Legislative proposal included two major sections that would have reduced State Library dependence on Federal funds. The legislation sought additional assured funding for the New York State Library for the Blind and Visually Handicapped (an increase of $390,000) and requested an annual increase of $360,000 for the Division of Library Development for staff. The personnel services funds requested for the Division of Library Development would have transferred some technical assistance staff and increased the overall staffing levels. Unfortunately, no action was taken on this legislation.

Task 10.f Provide consultant service and staff assistance for planning and development of libraries.

Accomplishments

The Division of Library Development coordinated and improved services in 739 public libraries, 77 regional library systems, 171 libraries in institutions, 276 academic and research libraries and, 1,278 special libraries. FY 1988 LSCA activity included support for the following programs:

- Twenty librarians provided consultant service and staff assistance to librarians and trustees about planning and development of library services.
- More than 225 people attended the 11th Annual Library Trustee Institute, designed to provide new library trustees the opportunity to obtain information about New York State libraries and trusteeship and to meet and share library experiences with other trustees.
- Providing special consultant and technical assistance services to 148 public libraries or public library systems designated to receive funds allocated for Special Legislative Projects.
- More than 140 people attended the Annual Institution and Outreach Workshop designed to provide institution and outreach librarians an opportunity for professional growth and networking.
- A workshop, "Shaping the Future of Library Service in New York State" was presented for 200 librarians and trustees by Library Development staff at the 1987 New York Library Association Conference. This was one of 83 different group presentations made by staff during 1987-88.
- Four hundred and thirteen consultant visits to public libraries and systems in reference to continuing library education, LSCA library projects, institution service programs, resource sharing, telecommunications, central library development, outreach programs, work with library trustees and citizens library groups, and other special programs. Some 3,120 pieces of correspondence and 13,805 telephone contacts to provide staff assistance to librarians and trustees.

Task 10.g Emphasize the review of plans of service as a means of exercising more current and systematic planning and evaluation.

Accomplishments

Reviewed annual applications, budgets, and plans for the use of State aid for the 22 public library systems, 9 reference and research library resources systems, and

46 school library systems. Reviewed annual applications, budgets and plans for designated aid projects: 2, The New York Public Library Schomburg Center for Research in Black Culture and the Library for the Blind; 1, Brooklyn Public; 1, Buffalo and Erie County Public Library; 1, Nassau Library System; 22, Coordinated Outreach Services; 22, Central Library Programs; 36, Regional Database Programs; 3, Indian Library Programs; 76, Special Legislative Grants; 16, Public Library System Programs for service to inmates of State Correctional Institutions; 9, Coordinated Academic Collection Development Programs; and 48, Conservation and Preservation of Research Materials Programs.

Began initial planning for revision of system plan of service outlines for public library systems and reference and research library resources systems.

PRESERVATION INFORMATION FROM THE NORTHEAST DOCUMENT CONSERVATION CENTER

The Northeast Document Conservation Center (NEDCC) Field Service Office provides brief publications on preservation for librarians and others interested in conservation. The Center, founded in 1973 to serve institutions without in-house conservation facilities and those seeking specialized expertise, is now the largest nonprofit regional facility in the United States. NEDCC employs a staff of 40, including conservators, librarians and archivists. In addition to the treatment of books, documents, photographs, maps, historic wallpaper, art and other paper-based objects, the Center provides microfilming, photoreprography and consultation.

The Field Service Office is the consulting branch of NEDCC and is supported by a grant from the National Endowment for the Humanities. Additional support is provided by member state libraries and councils. Field service conducts onsite surveys, holds workshops and seminars, provides disaster assistance and supplies technical assistance. The Center responds to more than 1,000 requests for technical information each year.

The following titles are currently available from the Center. To receive this set of information sheets, please send a check or money order for $7.50, payable to NEDCC, to Field Service, NEDCC, 24 School Street, Andover, MA 01810-4066. The Center also provides a full basic preservation packet containing approximately 27 titles for $12 and a smaller packet of handouts on preservation of photographs for $6.

Disaster Planning:

"Air Drying Wet Records" [concise instructions].
"Basic Instructions for Drying Books" [modified and condensed from Peter Waters, "Procedures for the Salvage of Water-Damaged Library Materials," Library of Congress (1979)].
"Emergency Salvage Advice (Photographs)" [concise recommendations].
"Preliminaries to Removing Materials from Affected Areas (Institutional Collections)" [concise recommendations for wet paper materials].
"Mini-Bibliography for Disaster Planning" [annotated].
"Protecting Collections During Renovation" [draft, available by special request; common causes of damage in construction projects with suggestions for risk management].
"Information Needed for Disaster Planning" (rev. 1989) [fill-in-the-blanks guide].

Preservation Storage:

"Temperature and Relative Humidity: Creating a Climate for Preservation" [how to monitor building climate].
"Archival-Quality Storage Enclosures" [defines fundamental concepts of folders, boxes, etc.]
"Storage Enclosures for Prints and Negatives" (rev. 1989) [guidelines].
"Protecting Books with Custom-Fitted Boxes" [concise review with sources].
"NEDCC Offers Hints for Preserving Family Documents" [very basic advice].
"Low-Cost/No-Cost Improvements for Climate Control" [very basic advice].
"The Tuxedo Box" [instructions for a simple pamphlet enclosure].
"Removal of Damaging Fasteners from Historic Documents" [instructions].
"Repairing Paper" [instructions for nonconservators].

General Preservation:

"A Selected Resource List for Preservation/Conservation Planners" (rev. 1989) [References for beginning a preservation program; unannotated].
"What an Institution Can Do to Survey its Conservation/Preservation Needs" [do-it-yourself guide for evaluating library/archives/museum need for a systematic preservation program for paper-based collections; 36 pp].

REGENTS ADVISORY COUNCIL ON LIBRARIES
REPORT TO THE BOARD OF REGENTS
CULTURAL EDUCATION COMMITTEE

May 18, 1989

Since we reported to you in May 1988, we have pursued the several multi-year projects we discussed with you at that time: the Library Systems and Services Study, standards for both public and school libraries, and the Governor's and White House Conferences on Library and Information Services. We are dividing this report into five sections.

I. COUNCIL ACCOMPLISHMENTS AND WORK

During the past 12 months we have met six times. We have focussed on:

- State aid funds needed by libraries to carry out Regents goals and priorities and emphasizing the need for annual increases in Library Aid
- the substance and language of your 1989 legislative proposals
- the Study of Library Systems and Services
- possible methods of cooperation between public libraries and the schools
- how updated standards for public libraries and new regulations for school library media centers can help assure that Regents goals for quality, access, equity and service can be met by school and public libraries
- recommendations for change in the Federal Library Services and Construction Act.
- the role of the school library media specialist as teacher in the restructured school envisioned in Teaching as a Profession
- the role of librarians and library trustees in regional conferences the Commissioner and the Regents call for discussion of educational policy
- the need for a statement on the right to read in the Regents Bill of Rights for Children

II. SOME CRITICAL ISSUES FOR 1989

In addition to the three critical areas outlined in the following parts of this report, we want to identify for your consideration several issues that we think will need your attention and our attention in 1989. In doing so we want to begin with our appreciation for the detailed attention you have given library policy issues over the last year. Your Regents Task Force on Library Aid Legislation and your painstaking and successful efforts to integrate the priorities of the Regents and the New York Library Association in a single comprehensive library aid proposal are much appreciated.

The Educational Role of Public Libraries. We recall our May 1987 conversation in which you concurred with our view of public libraries as educational institutions. Your commitment to treating libraries as integral components of the State's overall education program was heartening. We appreciate your having followed this commitment in subsequent legislative proposals. However, we remain concerned that

WHAT IS THE REGENTS ADVISORY COUNCIL ON LIBRARIES?

The Regents Advisory Council on Libraries (RAC) advises the Education Department and the Regents on policy and programs affecting library services. The oldest continuing advisory body to the Regents, the RAC was established on June 5, 1894, "to serve as a library council with whom the University officers may consult whenever the advice or cooperation of experts may be desirable."

The Board of Regents, the Commissioner of Education and the State Librarian* recognize the RAC as the principal, continuing source of advice to the Department on matters concerning library services and programs. The Council is broadly representative of libraries and statewide constituencies served by the New York State Library. Under State law, the Regents are responsible for the New York State Library and for State policy on libraries as part of their responsibility for education and The University of the State of New York. The RAC advises the Regents on that policy.

* The State Librarian's formal title is "State Librarian and Assistant Commissioner for Libraries"

libraries are so infrequently mentioned in Regents policy documents.

Governor's Conference on Library and Information Services. The prospect of a Governor's Conference on Library and Information Services in 1990 is both exciting and sobering. It is exciting because Governor Cuomo is first among the Governors to commit both action and funds to a State Conference, ensuring that New York can play a leadership role in the White House Conference. It is sobering because so much work lies ahead for a successful conference. The national themes are:

- library and information services for productivity
- library and information services for literacy
- library and information services for democracy.

The three themes are particularly appropriate for New York State because of our international economy and the Governor's commitment to economic development, the severe problems our State faces because of illiteracy and the need for wider participation in government.

Unfortunately, Regents policy papers on economic development and adult literacy typically fail to recognize the role of library services and can place the Regents and the Department in a poor position to participate in the Conference. We hope that the Cultural Education Committee will see that future Regents policy statements recognize libraries, thereby providing leadership for the New York Conference.

Free Direct Access. The issue of free direct access to public libraries as a condition of public library system membership will require your attention and ours in coming months. We are discussing various, sharply different points of view on this principle this afternoon. We hope to provide recommendations to you in the fall.

Department Services and Resources. Our attention and that of the Regents must focus on the limited resources the State is committing within the Education Department to the library programs required to meet Regents goals. The continued shortage of professional and support staff in the State Library, the Division of Library Development and the Bureau of School Library Media Programs is particularly troubling as we look toward 1990 and our mutual expectations for equity in library services for all the people of the State.

The State Library is both a nationally prominent, major research library serving government, business and individuals and the nation's premier library development office. Staff reductions, projected retirements and limited resources indicate the need for aggressive action on the part of the Regents, the Department, the Council and the library community to strengthen staffing in the Library, the Division of Library Development and the Bureau of School Library Media Programs.

Library Service to the Elderly. The 1990 Census will

WHAT DOES THE REGENTS ADVISORY COUNCIL DO?

The Council meets for an all-day session five times year (in September, November, January, March and May). The Council's principal advisory functions center on recommendations for legislative action and Commissioner's Regulations, reviewing drafts of Department and Regents documents, statements and plans to gauge their impact on libraries, and evaluating and monitoring statewide services and programs. The Council monitors staffing levels in both divisions of the New York State Library and in the Bureau of School Library Media Program. The Council initiates action, such as the projects to update standards for public and school libraries.

The preparation of the Council's annual report to the Regents Cultural Education Committee furnishes a focus for review and discussion of current issues of concern to the Council, the Regents and the library field. The report (which is published in the Summer issue of *The Bookmark*) identifies problems and usually recommends specific actions to the Regents.

Although no member of the Council represents a particular organization or library, members of the Council act as informal liaisons to the organizations and constituencies of which they are a part. The Council operates under bylaws. The State Education Department Office of Communications announces each meeting, and meetings are open to the public.

MEMBERS WHO HAVE COMPLETED TERMS ON THE COUNCIL (1979-1989)

Daniel W. Casey, Tyrone Cannon, John P. Connolly, William Cox, Charles D. Custer, Andrew Geddes, Carol Kearney, Irving L. Kessler, Nancy C. Kranich, Anna Mary Lowery, Bernice MacDonald, Burton Ramer, Stanley A. Ransom, Carlton C. Rochell, John Rothman, Jean St. Clair, John B. Smith, Lucille C. Thomas, Janet M. Welch, James G. Womack

show that our State's population is aging significantly. People are living longer; the average age of the population is increasing. The Governor's Conference on Library and Information Services will surely be concerned with service to an aging population.

We are pleased that the Regents continue to propose important roles for libraries in the comprehensive recommendations on educational elements of State policy for senior citizens. We are also pleased that the FY 1990 Library Services and Construction Act program you approved in March indicates a priority for Title I projects to serve elderly people. We hope that library systems will study the needs of elderly people and develop both basic and innovative services for senior citizens. We would like to see more "early retired" persons employed in libraries (without replacing younger workers), "talking rooms" in libraries where elderly people can converse quietly and other adjustments to service that will make it easier for senior citizens to make full use of their public libraries.

Librarians and Library Schools. Your discussions of library standards in the past few months have highlighted the dilemma public policy makers will increasingly face in planning for staffing of library and information services. The responsibilities and activities of libraries are increasing dramatically, but a shortage of librarians is more apparent each month. The current work force is not adequate in size, ethnic composition and professional qualifications and experience to meet our rapidly changing demographics and current and anticipated needs of library users.

At the same time, library schools are closing or being merged with other departments and disciplines. As some merge or revise their programs, some are reintroducing undergraduate courses, and others are increasing the graduate requirements and the time required to earn a master's degree. There are not enough minority students in library schools and scholarships and tuition assistance is diminishing.

For example, in February the *New York Post* reported that New York City Schools Chancellor Richard Green announced a cooperative effort among the school system, the DeWitt Wallace Reader's Digest Fund and private industry in "The Library Power Plan" to develop 100 elementary school libraries over the next three years. School library media specialists are now so much in demand that even the local newspapers carry classified advertisements for them. We must anticipate such needs and ensure that well qualified librarians are available to fill positions in all types of libraries.

In short, we need to take a fresh look at how we will provide the professionals needed for growing tasks, the paraprofessional and support staff for increasing responsibility, the Spanish-speaking staff and those fluent in other languages used by our readers, and black librarians to work in good rapport with our users. Your January 1989 action to authorize a comprehensive review and design of appropriate training and certification procedures for staff in small libraries is an important component of the action needed. We believe this must be undertaken within the context of broader planning for staffing our libraries and updating educational programs for librarians.

III. STANDARDS FOR LIBRARIES

In 1987 you encouraged us to launch an updating of the 1950 standards for public libraries and the 1928 regulations for school library media centers. As a result of the work of the two committees that tackled these projects, libraries had more press coverage and letters to public officials in 1988 than in any year previously. If we could only secure the same attention for the Regents legislative proposals!

We thank you for the attention and action on the public library standards. We hope that you will follow through before the end of this year on your January endorsement of proposed standards 1-4 and 9 and that you will place these in regulations in 1989. We also hope that you will adopt standards 6-9. At a one time cost of less than $2 million, we can satisfy our obligation to the citizens of New York State to upgrade facilities and services throughout the State.

The Council is ready to work with Department staff and others in developing the training and qualifications program for directors of small libraries. As we have pointed out in our comments on "Librarians and Library Schools", we think that the Department needs to look more comprehensively at library education. We believe firmly that New York can lead the nation in establishing a realistic program for preparing and developing top notch staff for libraries of all sizes.

There are critical principles to establish as staff begin this work, and we are prepared to discuss these with you.

We also urge the Regents to update the school library media regulations, which were adopted in 1928, before most of today's school principals, teachers and librarians were born. We understand that Education Department officials are reviewing the recommendations made by the advisory committee with the expectation of restating or linking them to learner outcomes. We agree that all school activities and services need to be related to learner outcomes and trust that the Regents will adopt regulations that clearly outline the resources needed to achieve the desired outcomes.

IV. THE STUDY OF LIBRARY SYSTEMS AND SERVICES

The Study of Library Systems and Services con-

ducted by King Research, Inc. should command your attention and ours over the next 12 months. As the first external evaluation of library systems in New York State in more than 20 years, it is sure to cause some shock waves among your constituents. More important, the study findings and recommendations should provide a sound basis for your decisions over the next few years.

We see the need for full and open discussion of all the recommendations. The $130,000 expended on the study, the work of hundreds of people who participated in interviews and furnished information and the work of members of the advisory committee can provide important results for the taxpayers and library users of New York State. Stripped to its essentials, the study deals with such key questions as:

- Are our library systems cost effective?
- How do we assure that library system services are satisfactory?
- How do we assure that systems cooperate effectively in providing services and in using scarce resources?

The answers to these questions will not be simple. The recommendations are surprising in some respects: King does not propose a major restructuring of our three types of systems. King, however, proposes completely new ways for these systems to do business — business with their members, with other systems and with the State Education Department. Changes in "doing business" will cause controversy.

Just as Governor Dewey's Commission of the 1940s, the 1957 Commissioner's Committee and the 1967 *Emerging Library Systems* evaluation study each fundamentally affected library development for years, this study will form the basis for library development policy into the year 2000 and beyond.

The report provides, for the first time, significant data on the costs and user satisfaction with system services. System directors, boards and member libraries must take responsibility for analyzing the data as it relates to decisions they must make.

At the same time, by the Spring of 1990 we should work for a consensus among various constituencies including system directors, boards and member libraries so that you can use the findings with some confidence as you make your 1991 legislative proposals. As you can imagine, the study should figure in the discussions of the 1990 Governor's Conference on Library and Information Services.

V. COOPERATION BETWEEN PUBLIC LIBRARIES AND THE SCHOOLS

In February the Council began discussion of how the Council, the Regents and the Department might more effectively encourage appropriate cooperation between schools and public libraries. Our thinking has been influenced by several facts:

- We need to be concerned with learning as well as teaching — public libraries are learning centers for people of all ages.
- The most basic skill in today's information society is the ability to read.
- Reading is basic to both teaching and learning, and a school library is needed in each school if that school is to provide a sound education.
- Reading is the basis for lifelong learning, and it provides the freedom and means to reach one's full potential.
- Because success in school is in great part dependent upon the attitudes formed before school, good schools are eager to have preschool children introduced to the public library and reading well before they enter school.

Our heritage suggests a connection between schools and public libraries. In 1835, New York State legislation provided tax-supported, free public library service for all citizens, both adults and children, through school district libraries. The intent of this law was to establish libraries for all citizens, not just school age children. In 1892, legislation was enacted to provide for a free system of both public libraries and school libraries. We have two different institutions each with its own mission and with a potential for cooperation that enables each to carry out its own mission more completely and effectively.

We began our discussions by listing some 58 ways in which schools and public libraries might work more closely together in serving children before they enter school and throughout their school years. Our 58 ways may not be earthshaking. They range from making sure that every kindergarten child gets a library card and visits the library to exchange of information in computerized databases. But when school and public libraries link together, adults and children benefit. In many communities large and small, a number of these methods of cooperation are taking place today. In other communities, alas, even minimal cooperation is lacking.

Behind each situation — cooperation or the lack of it — is a history. Where cooperation is taking place today there is likely to be a tradition of working together, of shared goals and accomplishment. Where cooperation is not taking place, it may be because of unsatisfactory experiences or failure.

Because cooperation requires communication, shared goals and commitment of resources, we believe it is important to perform some "new introductions" to cooperation.

We think it is essential to emphasize that we are talking about cooperation, not consolidation. The school library and the college library are part of formal education; the public library serves those pursuing formal education but is primarily a center for informal education. People of all ages need access to public libraries. However, every school child and teacher should have a "library down the hall" because the learning resources there need to be immediately available.

We think the Regents have taken an important step in recognizing the educational role of public libraries in library aid legislation, and we recommend that the Regents provide incentives for public libraries and schools to develop a plan of cooperation. That plan should include a mission statement, objectives and the means for exchanging information and working together in serving children.

We recognize that such leadership on the part of the Regents would require staff and consultation with library and education communities. We recommend that the Regents seek foundation or other external support for such an undertaking. We would be glad to develop these ideas further in 1989 if the Regents wish to encourage such action on the part of schools as well as public libraries.

CONCLUSION

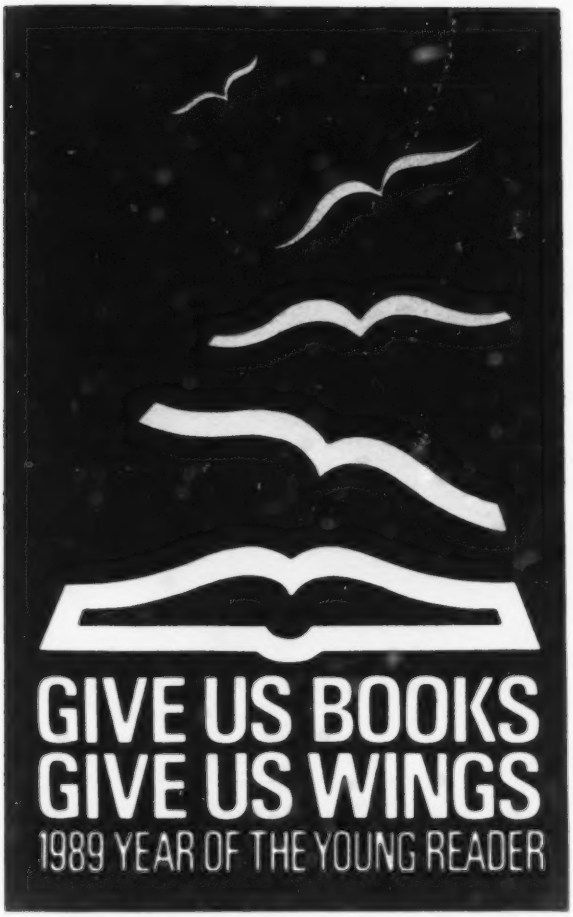
We value your continuing sincere interest in the questions we raise. We feel privileged to serve as an advisory body to the Regents. Our work as a council makes us keenly aware of the broad spectrum of responsibility you carry as Regents and makes us more appreciative of the interest you show in libraries as an integral part of education.

Zebulon Robbins, *Chairperson*
Elizabeth Manion, *Vice Chairperson*
Evelyn Brandon
Donald Cloudsley
Helen Flowers
Esther Lopato
Richard Panz
Nina J. Root
Robert Wedgeworth, Jr.

AN INVITATION...

All persons interested in library service in New York State and in the New York State Library are invited to share their ideas on State policy on libraries with members of the Council. Send them to any member of the Council or to:

Joseph F. Shubert, Secretary
Regents Advisory Council on Libraries
New York State Library
Albany, New York 12230



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